

GENDER REPRESENTATIONS IN LOCAL MEDIA: EXPLORING THE IMPACT OF
A CML UNIT ON ADULT EFL LEARNERS

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NATALIA MARÍN GARCÍA

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by

NATALIA MARÍN GARCÍA

Approved as to style and content by:



Claudia Gutierrez, Chair



Juan Carlos Guerra Sánchez, Committee Member



Marlon Vanegas Rojas, Committee Member



Paula Andrea Echeverri Sucerquia, Director
Escuela de Idiomas

DEDICATION

This thesis would not have been possible without my family's support and my students' willingness to learn, to cooperate and to be out of their comfort zones. I dedicate this achievement to them and I want to thank them with all my heart!

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ABSTRACT

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Media have traditionally misrepresented women and men, playing a relevant role in people's gender representations. This case study aimed to explore the impact a unit on Critical Media Literacy may have on adult language learners when analyzing gender representations in Colombian media. With this in mind, several instruments were used to collect data: a researcher journal, class recordings, work samples, and a group interview. The results of this study suggest that the impact CML lessons have on adult language learners is manifold. First of all, adult learners struggled to mitigate self-biased representations of gender. Second, the participants were able to move from description to analysis of media artifacts with the help of a CML approach. Third, this project impacted students both at the classroom level and outside this. Finally, it was found that the use of CML fostered language development in the EFL classroom. Results from this study may have implications for language programs, teachers and researchers. First of all, language programs and teachers should move beyond teaching the target language and take advantage of the English classes to foster students' awareness, reflections and analysis of crucial dimensions such as gender and its representations in the media; the target language

should be used as a means to their analysis. Secondly, when involving critical media literacy in the language class, lessons must be well planned so that scaffolding processes occur. Thirdly, adult language learners need to be provided with tools to analyze media messages. Finally, this study implies that language teachers and programs start making a critical media approach part of their agendas because we are invaded by mainstream messages, full of gender stereotypes and ideologies that students rarely decode. Using CML approaches to the analysis of gender representations in the media will enrich the conversation to understand the importance of discussing, reflecting, and acting towards, stereotypes and misrepresentations which lead to inequity and violence.

Key words: Critical Media Literacy, gender representations, adult EFL learning.

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Introduction

A representation is farther from reality because what is represented is often coloured by the artists' ideological and social values, in other word, representation often reflects the dominant culture that the artist represents and tends to portray (Mustapha, 2012, p. 255).

Gender has been traditionally misrepresented in the media: women have been represented as housewives, while men have been portrayed as breadwinners, with little family involvement and as heroes involved in violence. As for their personality, women have been shown as passive, inferior and trivial while men have been portrayed as assertive, aggressive, confident, and dominant (Stewart & Kowaltzke, 2007; Gauntlett, 2008). In general terms, women have been underrepresented while men have been considered the cultural standard in the media (Wood, 1994).

Based on the previous assertion, a vast number of scholars has been interested in analyzing the gender portrayals in the media, since they claim that from the multiple sources that adults and children are exposed to, “media are the most pervasive and one of the most powerful [...] All forms of media communicate images of the sexes, many of which perpetuate unrealistic, stereotypical, and limiting perceptions” (Wood, 1994, p. 31). By the same token, Popa and Gavriiliu (2015) agree that “media makes us grow up with an awareness of what constitutes ‘appropriate’ characteristics for objects and for humans. It is very easy to recognize that typically masculine means tough, hard, sweaty, and typically feminine supposes fragility, softness, fragrant” (p. 1200). In short, media are pervasive and

powerful mechanisms since they perpetuate gender stereotypes and ideologies (McLuhan, 1964) that can have a huge impact on their target audiences.

Nonetheless, some researchers seem to disagree with the latter idea; Fiske (as cited in Gauntlett, 2008 & C. Luke, 1999) claims that audiences are not “idiotic dupes” when consuming media. Fiske argues that audiences have more power than media, in Gauntlett’s (2008) words: “the power of the audience to interpret media texts, and determine their popularity, far outweighs the ability of media institutions to send a particular message or ideology to audiences within their texts” (p. 27). In short, Fiske (in Gauntlett, 2008) states that popular culture is made by people, so audiences are even more powerful than media as such because they can interpret, produce, and select the media they want.

Although the latter author claims that audiences exert more power on media than the other way around, C. Luke (1999) seems not to believe that students become naturally as “subversive” as Fiske proposed (in C. Luke, 1999). On the contrary, C. Luke (1999) claims that it is necessary to consider that audiences can be more powerful than media if they are provided with the necessary tools to deconstruct and question the messages, ideas and representations media portray. Consequently, it is imperative to guide students to question media messages because they could end up being “media dupes” and perpetuating ideologies that advantage some and disadvantage others (C. Luke, 1994).

With this purpose in mind, education is key to lead students to become active audiences so that they are not “permeated by their influence and repeat uncritically what the media show (Vargas, 2010, p. 184). The lack of education on these matters may end up in people’s lack of questioning and subsequently naturalization of biased messages (Kellner and Share 2007b).

Language teachers are also part of this reality and they should work towards this direction as well (Esteban, 2009), since few teachers focus on analyzing critically with their students the media that is used when learning the target language (Alzate, 2016; Arias, 2016; Camargo, 2016; Guapacha, 2015; Huang, 2015). Therefore, as stated by Dvorghets and Shaturnaya (2015) “teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax” (p. 192), language teachers should be agents that guide students to explore critically issues that affect them and society. Additionally, language teachers should encourage students to realize by themselves that the media they use for language learning and in their daily lives are full of biased representations, and that they depict stereotyped ideas not only of the target language cultures, but also of our own culture generating oppression and subordination of marginalized groups.

Reevaluating both my teacher role and my students’ role in the language class, gender and media started to become of my interest once I began to notice students’ sexist and stereotyped comments out of the videos and songs that were used in class. However, I also realized that both, students and I were not familiar with critical analysis of media I used mainly with linguistic purposes.

Thus, having all these struggles in mind, a pilot survey (See Appendix A) was conducted in the place where the present study was carried out in order to explore the purpose teachers had when using media in their English classes. This survey showed that media was rarely used with critical aims. Instead, media produced in English speaking countries were mainly used to foster language skills, specially listening, speaking and reading. Moreover, this survey showed that teachers used media to familiarize students

with other cultures, use authentic materials, generate discussions and complement the topics from the textbook used at the language center.

Additionally, in this same teachers' survey, 45.5 % of teachers reported little use of local media in their English classes, while 36.4% of the teachers said that they frequently used them (Teachers' survey, 2018). These teachers used local media with similar purposes they had when using international media, as well as to show the reality of our country and contextualize topics. Only one teacher reported to have used local media to increase students' critical skills. In sum, very little attention has been given to promoting critical analysis of the media in the English classroom and the use of local media was scarce in the EFL classes (Teachers' survey, 2018).

After contrasting the reality of my working context and my own praxis as a teacher, I realized that I fell into this same tradition. Although media made part of my every day lessons, media were used mainly with linguistic purposes or to familiarize students with other cultures rather than with social, political or critical aims. Therefore, being aware of the impact media have on building gender perceptions and the teachers' scarce inclusion of approaches to analyze media critically, I became interested in disrupting this tradition.

To attend to this need, Critical Media Literacy (CML) arises as a way "to sensitize students and the public to the inequalities and injustices of a society based on gender, race, class inequalities and discrimination" (Kellner & Share, 2007b, p. 370). Consequently, educators that use CML can incorporate questions regarding homophobia, sexism, racism and other crucial dimensions about the popular culture that learners are consuming in their everyday lives (Garcia, Seglem & Share, 2013). In other words, CML 1) meets the needs of students to be wise consumers of media, 2) encourages students to communicate (express) and disseminate their thoughts and ideas in a wide (and growing) range of print and

electronic media forms; 3) connects learning with “real life” and validates their media culture as a rich environment for learning; 4) leads students to gain the ability to analyze *any* message in *any* media and 5) not only benefits individual students but benefits society (Thoman & Jolls, 2003, p. 40).

In an attempt to learn how CML has been used at the educational level, a literature review was conducted and it was found that several studies have been developed with children and teenagers (Alvermann & Hagood, 2000; Begoray, Banister, Wharf Higgins & Wilmot, 2013; Gainer, Valdez-Gainer, & Kinard, 2009; Gainer, 2010; Morrel and Duncan-Andrade, 2005; Todorova, 2015). At the university level, Deal, Flores-Koulish and Sears (2010); Garcia, Seglem and Share, (2013) and Torres and Mercado (2006) have also conducted research with school teachers to contribute to the scarce number of critical media literacy studies in teacher education programs. Additionally, CML has also gained floor in the ELT field. Choudhury and Share (2012), Dvorghest and Shaturnaya (2015), and Grigoryan and King (2008) developed some studies addressing the need of using CML in ESL/EFL contexts where language and academic skills could be benefitted simultaneously.

As for the Colombian context, five main local journals: *Colombian Applied Linguistic Journal*, *PROFILE*, *HOW*, *Íkala* and *Enletawa Journal* showed that only one study related to the critical analysis of advertisements to the identity construction in an EFL classroom was conducted (Lara-Páez, 2017). However, some master’s theses that implemented CML for EFL teaching and learning were found in some universities’ data bases (Arias, 2016; Camargo, 2016). Additionally, four undergraduate studies on CML developed by pre-service teachers were found (Alzate, 2016; Aristizábal, 2016; Guapacha, 2015; Guerra, 2015). It is relevant to mention that Alzate (2016) and Guapacha’s (2015) work were focused on gender issues, the former study on developing critical reflections on

reggaeton songs through CML in the EFL classroom, and the latter on promoting critical reading of representations of women in newspapers. In brief, all these Colombian studies were carried out with children and teenagers mainly in high schools; however, none of them was conducted with adult language learners, and just a couple addressed gender issues to some extent.

Taking into account the lack of studies addressing the interface CML-Gender representations and adulthood language learning in the local context, the lack of inclusion of critical approaches to promote media literacy in the language center where this study was conducted, and my personal growing interest to foster critical analysis of local media gender representations in my teaching practice, this study is relevant because of three different reasons.

First, it gives insights on how to work with media gender representations' analysis in the EFL classroom, which has been scarcely explored with adult population. Second, it gives a language center, whose main objective is the promotion of culture, alternatives to work on the target and local culture of the languages students deal with. Third, it gives me tools to pave the path on gender representations and media in the EFL context, which will allow me to expand my scope as a language teacher and contribute to other local teachers that are interested in working with these social issues in the EFL class as well.

That is the reason why this study aimed to explore the following research question: How may CML-oriented lessons impact adult language learners when analyzing gender representations in the local media in an EFL class? With this in mind, I designed a unit on CML for a group of adult learners that were enrolled in a language center from a public university in Medellín.

In the following sections, theories and concepts supporting this study will be explained. Second, the setting, participants and the research methodology will be described. Third, the findings of this study will be reported, and finally, the discussion and conclusions of the study will be stated.

Theoretical Framework

This study draws on critical literacy theories based on a line of work called Critical Media Literacy. First, I will elaborate on what CML is about and where it comes from. Second, CML as a pedagogy in education and in the ELT context will be described, and studies conducted around the world and in Colombia will be reported. Finally, studies on CML that have tackled issues of gender in the ELT contexts will be addressed.

Critical Media Literacy and its Origins

Literacy has been considered widely as the ability to read and write. Luke and Woods (2009) state “the term literacy traditionally refers to the mastery of skills, processes, and understandings in making meanings from and through written text” (p. 9). Nonetheless, in the last 20 years, the “definitions of literacy have necessarily expanded beyond print-based technologies to include engagement with texts in a range of semiotic forms: visual, aural, digital, and multimodal” (Sefton-Green, Nixon, & Erstad, Lankshear & Nobel, as cited in Luke and Woods, 2009, p. 9). Similarly, Kellner and Share (2007b) state that literacy is not referred to reading and writing letters and numbers anymore and that people from this new century require new skills and competencies to read the world as suggested by Freire (1970).

As a result of this shift of the concept of literacy, media literacy emerged. According to Kellner and Share (2005) “media literacy” attempts to teach students to read, analyze, and decode media texts in a fashion parallel to the advancement of print literacy”

(p. 372). However, media literacy seems not to be enough as scholars claim that media literacy needs to go beyond being able to interpret, read and create personal meaning from media. Therefore, it is necessary to move to critical media literacy.

Critical Media Literacy (CML) can be defined differently and its definition has evolved along the years as well. In general terms, CML “may be characterized as the ability people have to reflect on the pleasures derived from mass media and popular culture practices; the ability to choose selectively among popular culture icons; or the ability to produce one’s own multimedia texts” (C. Luke, as cited in Alvermann and Hagood, 2000, p. 194). For the purpose of this study, CML is concerned with “ideology critique” as mentioned by Kellner and Share (2007b), where the analysis of the politics gender representations and alternative media production take place.

Critical Media Literacy in Education

CML in education analyzes and criticizes conventional approaches to literacy, that is to say, schools should transcend to CML understanding literacy “as a social process that involves multiple dimensions and interactions with multiple technologies and that is connected with the transformation of education and democratization of society” (Kellner and Share, 2007b, p. 9). Thus, CML not only seeks to make students more literate with media and technologies, but also serves as a democratic tool for education.

Concerning the role of educators, they should provide opportunities to analyze media messages in classes. Kellner and Share (2007b) assert that teachers have to go beyond and make a deeper analysis so that “critical media literacy also engages students in

exploring the depths of the iceberg with critical questions to challenge “commonsense” assumptions concerning the meaning of texts with negotiated and oppositional interpretations” (p. 9). Similarly, the responsibility of teachers using media in classes is to lead the students to their own realizations of how some people are profited more than others (C. Luke, 1999).

Offering a more pragmatic approach to the aforementioned ideas, Thoman and Jolls (2003) proposed an *Empowerment Spiral* that is used for consumers and producers to deconstruct and construct media messages. The *Empowerment Spiral* also called *Action Learning* is a way to organize the learning process that “has proven to be an excellent process for uncorking a spiral of inquiry that leads to increased comprehension, greater critical thinking and ability to make informed judgments” (p. 31). Besides, it is also based on five core concepts of media shown on Table 1, which are ideas to help students navigate and critically analyze media (Thoman and Jolls, 2003). It is important to mention that these five core concepts were later broken down into questions so that teachers and students could use them easily to analyze media. These questions were the basis to create the questions used in the present study.

Table 1: Five core concepts of media

1. All media messages are ‘constructed.’
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit and/or power.

The Empowerment Spiral includes four phases: *Awareness*, *Analysis*, *Reflection*, and *Action*. In the *Awareness* stage, “students participate in an activity that leads to observations and personal connections for potential insight” (p. 31). In the *Analysis* stage the objective is to encourage students to explore and inquire the “what” and “how” of the issue to be analyzed instead of asking “why” questions because they lead to personal interpretation. In the *Reflection* stage students are encouraged to dig deeper and ask “So what? or what *ought* we to do or think? [...], also considers philosophical or religious traditions, ethical values, social justice or democratic principles that are accepted as guides for individual and collective decision-making” (p. 32). The last stage, *Action*, promotes the opportunity for students to take action and “formulate constructive action ideas, to ‘learn by doing’” (p. 32) Actions can be considered simple activities that lead to raising more awareness about the issue explored. Luke (1994) states that apart from analyzing the meaning, students should be empowered to create counterhegemonic or alternative media texts where their voices can be heard. Alternative and counter-hegemonic texts are used to counteract the status quo as they are a tool that allows minorities, marginalized or misrepresented groups to have a voice talking about their realities (their own stories) in order to gain power (Kellner & Share, 2007b, p.9).

Due to the growing presence of CML in education, the number of studies with children and teenagers at the school level has increased significantly in the last decade. Gainer (2010), for instance, worked with a group of middle school American students who participated in an after-school club focusing on critical media literacy. In this club, students engaged in activities including viewing and discussing media; learning tools of media production; and creating media projects collaboratively. As a result, these discussions demonstrated participants’ abilities to critically decode mainstream media texts and

exemplified the type of high-level discussions in which students can engage with various text types. Based on the outcomes of this study, the author advises teachers interested in critical media literacy to create a space in the curriculum to debate culture through collective analysis of media and creation of alternative representations.

Alvermann and Hagood (2000) also carried out a study about Fandom culture with teenagers. They claim that when using fandom, music, and critical media literacy in the classrooms, students and teachers increase their chances to be active thinkers and create meaning from different popular culture texts. In agreement with Gainer (2010) they state that this kind of studies imply that teachers do not repudiate the pleasures students have about media; instead teachers must help them to develop critical positions even if they are different from the ones teachers might want them to have. Language teachers are called to follow this same path since language learning must go beyond mere linguistic teaching. Thus, when teachers encourage students to develop critical literacy, students start to own their language learning processes, become less passive, more analytical, make informed decisions and might be less prone to manipulation.

Moreover, Gainer et al. (2009) carried out a research project they called *The Elementary Bubble Project* in a fourth grade classroom. They describe how children responded to a unit consisting of critically reading advertisement, discussing, and writing speech bubbles. The researchers found that the participants “interacted with the texts of advertising and popular culture mainly through humor, social critique and ‘pleasure’” (p. 679). Additionally, these fourth graders were able to discuss and read mainstream messages. Gainer et al. (2009) considered that it is important to continue creating spaces in the curriculum to critically read, discuss, contest, transform and disrupt messages through

CML. Therefore teachers should focus on these tasks due to the growing exposure students have to media of any kind; when teachers give learners tools to decode and transform media, “a path is opened for transformative pedagogy” (Gainer et al., 2009, p. 675).

Morrel and Duncan-Andrade (2005) also carried out a study with a group of junior and senior learners that made part of a seminar that introduces critical social theory; research related to urban education and urban sociology; and critical qualitative research methods. In groups, students had to develop critical research projects. Some students developed projects related to urban culture and other were interested in youth access to the media and the media’s portrayal of urban youth of color. Students from this former project collected data and found that they interacted with mainstream media, but that they rarely questioned them. Consequently, the authors concluded that there is a need to educate youth to question, to read critically and to be aware of the media intentions and messages and to examine issues of power “and how race/ethnicity relations are discussed in media” (p. 8). In short, researchers claim that schools must teach students to counteract the representations that target them every day. By doing so, students could increase their academic literacies and can be empowered by creating counter-narratives to depict their realities and to challenge negative portrayals of their communities.

At the university level, researchers have conducted some studies with teachers to give them tools to use CML in their classes. Garcia, Seglem, and Share (2013) report some work with pre-service teachers who made part of a graduate level course in a university in the USA. In this graduate course, pre-service teachers were provided with tools to teach K12 students to be critically media literate and create their own alternative messages through CML projects. The authors state that using CML in the classroom implies going

through a process that could start with resistance, frustration, and hostility from teachers and students, but that is necessary in order to reach awareness of what CML is about. They consider mandatory to use a critical stance when working with media literacy. Otherwise educators might be reinforcing what Freire (1970) called “banking education” (p. 73).

CML in English Language Teaching Contexts

Although CML was not originally conceived for EFL/ESL teaching and learning, it has started to permeate these fields. For instance, Grigoryan and King (2008) conducted a study with students at the university level that incorporated critical media analysis into the second language classroom and a method for writing “process-centered approach in which students planned, revised, and produced a written text with a special focus on the intended audience” (p. 3). The purpose of the lesson plan they designed was to promote “critical thinking and formal and informal language skills through tasks-oriented activities” (p. 4). Along their writing process, students also produced an *Adbuster*, which is “a parody of a commercial message.” They claimed that this approach provided students “not only with greater motivation to write and to engage their creativity, but it also leads them toward a higher awareness of contemporary social, global, and cultural movements” (p. 9). Thus, *Adbusters*, as well as counter-hegemonic and alternative texts can be used as strategies to increase students’ awareness of the gender representations in local media and can give them a different way to show their discomfort towards biased representations.

Choudhury and Share (2012) also developed a study in a sixth grade ESL class in Los Angeles. Choudhury’s interest in involving students in meaningful learning led him to come up with classes that combined CML and discussion of their community social issues.

He found that through this project students had greater interest in school and increased their critical thinking. Aligned with the social awareness they gained, they also improved their language skills and testing scores in the national standardized tests.

Dvorghets and Shaturnaya (2015) proposed a module to foster EFL learners' media literacy. Their study suggests that the model allowed the students to "access, analyze, and evaluate various kinds of British and American mass media". Their adapted model of pre-reading, reading and after-reading (Previewing, while-viewing and after-viewing), clearly considered the role language plays in there. Debates seemed to be a significant way to enhance language development. This strategy, not only engaged students in discussions, but also helped them "reinforcing vocabulary, developing speaking fluency and building speaking confidence" (p. 196). In addition, participation in debates seems to be beneficial for developing argumentation and critical thinking skills.

As for the local context, it is important to acknowledge that some studies on media literacy were found in the most known ELT journals (Barragán & Gómez, 2012; Esteban, 2009; Zarate, 2016), however, such studies did not address media from a critical standpoint. Only the study of Lara-Páez (2017) focused on the use of CML and tasks to foster students' awareness of the role that advertising play in their identity construction. The results of this study showed that the learners started to be more critical towards the messages media convey, they realized what the concept of advertising was about and the impact ads had in their lives. Regarding language learning, students struggled to use English to write and discuss about these topics. However, students improved their writing skills and were able to write reflections about identity construction in relation to advertising in spite of the students' lack of exposure to write in the target language.

Besides, a few Master's and undergraduate's theses found on databases from Colombian universities provided evidence of teachers and pre-service teachers who have used critical media literacy in the EFL classes. According to these teachers, positive results could be found when implementing this approach because CML can go along with language teaching owing that students learned both the target language and learned to be critical when analyzing media through CML (Alzate, 2016; Arias, 2016; Aristizábal, 2015; Camargo, 2016; Guapacha, 2015; Guerra, 2015).

For instance, Arias (2016) incorporated strategies to foster children's critical analysis of food texts by using a CML unit following the *Empowerment Spiral* approach and the results of her study suggested that students gained awareness of hidden messages and changed their attitudes towards these ads. Regarding language development, she felt frustrated because students frequently used Spanish to give opinions or hold discussions, however, she recognized that the transfer into L1 and L2 and the code switching they used, allowed them to make meaning of their perceptions of the world. Finally, she reported time constraints to complete the whole cycle of the spiral, precisely, the last phase (action).

Similarly, Aristizábal (2016) also designed a unit based on the same spiral to foster 10th graders critical reading of fashion ads. However, she only included three stages of the spiral (awareness, analysis and reflection). She found that through the use of CML students were able to understand the importance of reading fashion ads critically as they moved from basic to complex reading skills. She also perceived that her students learned English through CML; her students used English as a tool to communicate their opinions, although it was a challenge at the beginning, she found that the input she gave them (patterns of sentences) gave them some tools to construct clear texts in the target language. Finally,

they were able to own the English class; that is to say, they had an active role in their language learning process.

Moreover, Dominguez (2016) carried out a study about Linguistic Landscape (LL) with pre-service teachers aiming at exploring “how they developed critical awareness of the LL by participating in a pedagogical intervention in which they were asked to critically analyze the LL of their communities”. Through the use of a unit based on the *Empowerment Spiral*, he found that students gained awareness of the non-neutral nature of linguistic landscape and they were able to unveil the hidden messages of the texts they found in their communities. Some participants also took actions in their communities as a result of the awareness they gained. The author suggests that CML processes take time as students need to be guided and provided with time to develop critical awareness.

Guerra (2015) also implemented a CML unit to foster critical reading of body images in ads with EFL 10th graders. He developed his unit based on the core concepts of media (authorship, audience, purpose, content) and the five key questions proposed by Thoman and Jolls (2003). He drew three critical outcomes: 1) students had difficulties developing their critical reading of body images, at the beginning, students read literally the texts; 2) the teaching and learning of target language through this approach was a challenge for the instructor due to his lack of experience, and 3) the students needed individualized attention due to the lack of linguistic tools they had. He pinpointed that his students struggled to read and express their ideas in the target language so he had to translate and give them constant feedback to support them in their comprehension and production processes. This situation made the teacher and students felt concerned because the class instead of being in English, was mostly in Spanish. However, he later found Spanish as a tool to support the analysis of texts with CML.

Similarly, Camargo (2016), in her master's thesis, carried out a case study through which she explored how the implementation of a unit following a CML approach helped a group of eleventh graders to develop critical media literacy. Her findings suggest that students could deconstruct texts in terms of authorship, format, and audience. They also became more critically media literate as they were able to evaluate the ideologies depicted in media texts and also counteract to them.

These five Colombian studies aimed to explore ways of fostering learners' critical awareness and critical literacy in the EFL class with teenagers mainly. All of them advised future researchers to collect data from students' reflections and journals in order to have a better understanding of their literacy development. They coincided that a CML approach requires teachers' professional development and emphasized on the importance to scaffold students' media analysis. Something that is particularly relevant is that these researchers planned to foster students' creation of counter-hegemonic or alternative texts at the end of the unit, but they could not reach that phase because of time constraints (Arias, 2016; Aristizábal, 2016; Guerra, 2015). Besides, Arias (2016), Aristizábal (2016), and Guerra (2015) expressed having struggled scaffolding students' language processes because students' language proficiency was poor. However, it was found that students' mother tongue also played an important role in their language development in carrying out this type of media analysis.

CML to Problematize Gender and Gender Representations

Gender representations, which are “group of ideas, beliefs and meanings through which each society, in a specific period of time, defines the social and psychological attributes, as well as the stereotypes of social groups” (Flores, 2007 p. 106, my own translation), are not only a social, media, political or psychological concern. These issues have also been a concern of CML scholars because CML serve to “question how patriarchy and the domination of women are advanced or contested by media representations that often promote one-dimensional stereotype” (Funk, Kellner and Share, 2016).

In a general revision of the literature about gender representations in media, there are plenty of research studies in different areas which focus on analyzing how women and men have been portrayed on TV, movies and magazines along the years (Wood, 1994; Stewart & Kowaltzke, 2007; Gauntlett, 2008; Furnham & Paltzer, 2010; Carlson, 2011; Ross, 2012; Popa & Gavrilu, 2015; Van Craeynest, 2015; Silva, 2016). Wood (1994) establishes three categories that illustrate how gender is represented in media. First, women are underrepresented, it means women are invisible and men are considered the standard. Second, men and women are stereotypically represented. Third, women and men relationships are shown emphasizing traditional roles and considering normal violence against women.

Furthermore, Stewart and Kowaltzke (2007) studied how the representations of women and men in media changed. On one side, from 1920 to 1980 men were represented as “independent, competitive, in control of self and others, action oriented; hero involved in aggression and violence either as protector or perpetrator; much more likely to die or suffer bodily wounds; breadwinner and little family involvement” (p.44). In 1990-2000 men’s

portrayal turned to be shown as sex objects in ads. They also were shown as having “greater family involvement; increased sensitivity of male hero, but also hyper-masculine action heroes focus on brute power and violence” (p.44). On the other side, from 1930 to 1960 women were represented as sex objects, housewives and their presence was not prominent (Only 30% of television characters were women). After the 70s, the second wave feminism was the turning point for gender representations. In 1990s women were represented as professional working along with men. In the 2000s women lead many prime-time shows, there was a drop of ads that depicted women as housewives, but they were still portrayed as sex objects.

In order to have a better understanding of the local gender representations analyzed in this project, the media artifacts were examined based on our own context, culture, history and practices. That is why gender in this study is seen “not as a dichotomy or an individual property but as a complex system of social relations and discursive practices differentially constructed in local contexts” (Norton and Pavlenko, 2004, p. 3).

Given the impact gender representations have on society, CML studies have focused on deconstructing gender biased depictions at the educational level because “the role media play in perpetuating stereotypes requires educators to engage their students actively in questions of which groups are benefiting and which are being harmed by all messages” (Funk, Kellner and Share, 2016). For instance, in the ESL context, Puchner, Markowitz, and Hedley (2015) examined the effectiveness of the implementation of a small-scale CML unit focused on gender stereotypes. They carried out this study with seventh graders arguing that few empirical CML studies had been developed to educate students on social justice issues. Findings revealed that the group of students who were exposed to this unit was more likely to develop greater awareness of gender issues than the group that was not

exposed to it (Puchner et al., 2015). They also suggest the need to conduct long-term projects because deconstructing ideas about gender is not definitely a one-shot event (Puchner et al., 2015).

Additionally, Garofalo (2013) conducted a study in response to the introduction of CML into the curriculum in an Ontario school to tackle the problem of children being bombarded by media images and their inactive consumption, lack of tools and opportunities to evaluate them. With this in mind, she decided to use Disney movies as an educational tool to raise awareness of the ideologies conveyed about femininity in animated films and to enable her young girls to understand these images while reading between the lines. She concludes that by using CML these young girls became critical viewers of their own culture (Disney) and she suggests that CML gives them tools to be critical without boycotting the media they enjoy.

Moreover, Kim (2014, 2017) carried out some research on critical literacy in bilingual Korean contexts with preschoolers. She implemented reading-aloud sessions of picture and online books at a Korean language school in USA. The results of her studies suggested that through critical media literacy children had more chances to examine gender representations and question dominant gender ideologies, which might contribute to teachers' understanding of the relevance of critical literacy conversations with children.

Similarly, Huang (2015) conducted a study in a university in Taiwan with her EFL learners. Her focus was on the ideological nature of textual practices based on CML as an academic practice of textual deconstruction. In her curricular practices, she used *Modern Family* (the American sitcom) to hold discussions with her students on the ways text constructed unequal relations of power between two ideologies of masculinity represented

by two main characters. She found mainly that masculinity was seen as a stereotype and homosexuality as commonplace. In conclusion, she claimed that EFL education can go hand in hand with media education.

In regards to the Colombian context, the situation is different as CML is just emerging in Colombian education as a way to tackle gender issues. Even though no published study on CML-Gender and language learning has been found, a couple of undergraduate theses addressing this interface were conducted by two pre-service teachers. In the first place, Guapacha (2015) designed a CML unit to promote critical reading of women representations in newspapers with eleventh graders. She found that the participants were more literal than critical when reading texts, had difficulties with language to make these media analyses, and seemed reluctant to engage in class dialogues. This was because students did not have enough linguistic tools and they struggled to express ideas in the target language. Scaffolding, translation, giving feedback and constant support was key in this language learning process to the extent that students showed some progress at the end of the implementation. The researcher and her students concluded that CML was a dynamic and relevant way of learning.

In the second place, Alzate (2016) encouraged tenth graders' critical reflection on reggaeton songs and video clips in the EFL classroom. Alzate suggested that the pedagogical implementation of CML using reggaeton videos promoted reflection on issues such as gender representations, power relations, and sexuality. Besides, these discussions involved students in discussions of topics of their own contexts and interests. Regarding language learning, the researcher indicates that oral production was improved because the learners used the patterns and structures they were taught in classes and the activities

involved pronunciation, speaking practice, and expressing understandings of the song they were exposed to.

In sum, observing the lack of research on gender representations in the local media through CML, this project aims to shed some light on the way this occurs in the EFL context, particularly with adults, due to the fact that the focus of researchers has been on children and teenagers arguing that this population is the target of advertisers; they are still constructing their identities and are prone to manipulation (Alzate, 2016; Arias, 2017; Garofalo, 2013; Gainer, 2009; Guapacha, 2015).

Setting

This study was conducted at a language center, part of the outreach programs, from a public university. This language center offers language courses for entertainment, social and professional life, and it also aims at providing cultural activities related to the target languages taught there. As for the target population, the language courses are offered to people from ages starting at fifteen, so it is considered an Adult program.

The decision to conduct this study with adult language learners at this specific place was made based on three criteria: First, this language center is a flag bearer of culture, the promotion of culture makes part of its name, services, activities and objectives. Keeping this in mind, critically analyzing local gender representations could give students tools to analyze not only their own culture but also contributing to this language center's main objective. Second, both CML and gender representations have been mostly explored with teenagers and children instead of adults. For that reason, carrying out this project with adults could contribute to the adulthood language learning field locally and internationally. Lastly, because my teaching practice and learners' remarks about gender, lead me to realize the media I used in class was full of biased representations that students and I had not had the chance to address.

The English program is aligned with a communicative and task-based methodology, and the center suggests the use of a textbook as supporting material. However, in courses five and nine, no textbook is used because these two courses aim at consolidating the content from previous courses emphasizing oral skills (Listening comprehension and oral production). Regarding the promotion of media literacy, this language center proposes the

development of multimedia and multiliteracy by encouraging students to expose to out-of-class experiences (pen pals, chats, web pages, audio visual media, etc.) and by exploring styles in written-messaging media¹. However, the promotion of critical media literacy is not included in the curriculum.

The implementation of this study took place during a trimester (20 classes) in a course five, which is a lower intermediate level. This English course was a semi-intensive course which means that students studied twice a week for four hours. For the reasons explained before, this course does not use a textbook as supporting material, so teachers have the chance to use other resources to foster oral skills.

¹ Information taken from the course five syllabus.

Research Methodology

With the purpose of answering my research question (How may CML-oriented lessons impact adult language learners when analyzing gender representations in local media?), this case study was conducted under a qualitative research paradigm because it focuses on “studying human actors in natural settings, in the context of their ordinary everyday world” (Richards, 2003, p. 10). In addition, qualitative research concentrates its attention on few individuals or groups and considers a range of possible methodologies to be used and to have a wider perspective of the topic researched (Richards, 2003).

As part of the qualitative research paradigm, a case study was used as a research methodology. Case study is “an exploration of a bounded system or a case (or multiple cases) over time” (Creswell, 2003, p. 61). Accordingly, this study explored the impact of a CML unit on a group of adult EFL learners overtime since it was carried out during a trimester where the beginning and the end of the activities to be implemented were marked by the stages of the empowerment spiral. According to Yin (2003), case studies are conducted when researchers want to whether explore, explain or describe a phenomenon. In this particular research, the exploratory case study method was chosen because this research intended to explore the phenomenon through a *how* question: *How may CML-oriented lessons impact* a group of learners, rather than explaining or describing the phenomenon as such (Yin, 2003).

Participants

The group selected for this study was made of eight female students and four male students (15 to 38 years old) from a semi-intensive course five. This course five was selected because course 5 and 9 are more flexible than the others in terms of the material teachers use (no textbook) and the course five's objectives and contents matched my unit plan's objectives. Regarding the participants, they had diverse sociocultural and economic conditions; they worked in different areas like engineering, finances, accounting, administration, education, and manufacturing, among others. Only one student was identified as a teenager who studied in high school and a couple of participants were university students. I participated in this research study as a teacher and researcher.

Students' level of familiarity with media and gender, and the use they made of media in their daily lives, was examined through a diagnosis exercise conducted during class. The majority of them (70%) spent more than five hours on media every day. Three students mentioned that they usually consumed media 24/7 because they checked their social networks, or watched videos, or listened to music on YouTube all day long. Some of the media that students acknowledged being exposed to included social networks, Google, Netflix, Youtube channel, newspapers, digital journals, magazines; and applications such as WhatsApp. As for the local media, most of the students said they watched TV programs in local channels and they read newspapers.

Additionally, in students' opinions, using media was mainly beneficial for their lives because they made them easier; students could be informed and updated, and they could communicate with others. However, students had difficulties eliciting ideas about

how media could affect or have a negative impact on their lives, even when they acknowledged that sometimes spending too much time on media made them waste their time stating that they needed to learn to control media consumption.

Finally, as for gender issues in relation to media, students did not know much how these two topics were related. A couple of students could say that media transmitted ideas, stereotypes and that media manipulated society's behavior, though. In sum, this diagnosis exercises helped to have a better characterization of the participants regarding the level of exposure to media and students' perceptions about the impact of media on their lives.

Data Collection

When conducting case studies, information can come from different sources. Yin (2003) recommends documentation, archival records, interviews, direct observations, participant observations, and physical artifacts. The data collection techniques used for this study were a researcher journal, audio and video recordings of every class, students' work, including reflections and counter-hegemonic, alternative texts, and a group interview with ten out of the twelve students that participated in the project.

Video-audio recordings.

A total of eighteen audios and videos were recorded along the unit implementation from class 3 to 20. The first two classes were not audio-video recorded because the introduction of the course and project, and the diagnostic workshop were carried out in these first classes. This instrument allowed me to gather accurate information to explore

how students analyze, reflect and react to the media used in class. The audios were transcribed and complemented with the videos when it was necessary and they were later analyzed using Nvivo software.

Students' work samples.

Students' work was collected with the aim of perceiving how their critical awareness about gender representations in media increased at the end of the process if at all. The stages *reflection* and *action* required students to produce different outcomes. Students were asked to provide written and video reflections in two different moments. The written reflection was due on the seventh class: the students had to answer five questions related to their perceptions of their own language learning and the implementations that had taken place at that moment. For the video reflection, developed towards the end of the project, students answered nine questions related to the whole process: insights about gender representations in local media, the impact those media representations could have on people, the perceptions they had about gender before and after the implementation of the unit, and actions they could take when encountering biased gender representations in media. In the last phase, *action*, they created alternative and counterhegemonic texts reacting to some sexist media advertisements and songs selected by them.

Group interview.

Two months after concluding the project, a group interview was carried out with ten out of the twelve students to explore in depth issues they mentioned during the last video

reflections, and the alternative and counter-hegemonic texts they created. This group interview also had the purpose of collecting students' opinions about their gains, difficulties, and general insights on the implementation of the unit and their perceptions of language learning throughout the process (See Appendix B).

Researcher journal.

The purpose of the researcher journal was to jot down ideas in terms of methodology, the unit implementation, and the research process as such. The researcher used this instrument to keep her own insights as a participant researcher in order to make decisions and keep valuable information for the research and pedagogical process. However, the information collected with this instrument was not used in the data analysis process.

Data Analysis

The analysis of the data collected was done through qualitative content analysis. According to Schreier (2014), the main characteristics of this method are that “it reduces data, it is systematic and it is flexible” (p. 170). In order to sort out the information and to ensure the transparency of the process, Nvivo software and Excel were used to store, sort out, code, and categorize all the data gathered. Thus, the written diagnosis (workshop) and the survey to the teachers at the language center were analyzed quantitatively in Excel using dynamic charts and graphics. The rest of the information was analyzed qualitatively: class audio recordings and the group interview were transcribed and stored in NVivo. Additionally, students produced some artifacts at the end of the process, which were

counter-hegemonic and alternative texts. These posts contained short texts designed by them supported by Microsoft office applications such as Paint, Power Point and Microsoft Word. These images were stored in Nvivo software and they were analyzed along with students' presentations of them (which were audio recorded), carried out at the end of the cycle.

After transcribing and storing all the information in this software, the analysis started with an initial coding from which categories derived (Richards, 2003). Initially, the code structure was organized based on the theory (the phases of the *The Empowerment Spiral*: awareness, analysis, reflections, and actions), that is to say codes were chosen using a deductive method. Later, a code called language learning through CML was included and based on this initial code structure, codes were defined and negotiated, revised and reduced using an inductive method.

The content was analyzed contrasting the information of each data collection instrument; that is to say, *language development* was analyzed in the audio transcriptions but it was also contrasted with students' work samples and students' opinions in the last group interview. Students' work or counter-texts produced by students were crosschecked against students' analyses that were recorded in audios. Their process of awareness and analysis was tracked along the different phases of the spiral and analyzed taking into account their starting point and their last production: The diagnostic activities and the first class analyses were crosschecked with the final video reflections and presentations of counter-texts to find out whether students remained consistent in their analyses and opinions or some contradictions emerged.

The final categories emerged once the data were triangulated and confronted. That is to say, triangulation of data and researchers occurred (Yin, 2003). In terms of data, the

information collected through three different instruments: transcriptions of audio recordings, group interview and students' work were contrasted and confronted. Regarding researchers' triangulation, the main researcher and her advisor revised and negotiated the final categories that emerged from the data analysis. Research trustworthiness was assured through the implementation of verification procedures proposed by Creswell (as cited in Glesne, 2006, p. 9) and the triangulation process mentioned previously.

Ethical Considerations

In order to ensure students' privacy, integrity, and anonymity, it was important to take into consideration some ethical procedures during this qualitative research development (Drew, Hardman and Hosp, 2008). First of all, the participants were asked to sign a consent form (See Appendix C) informing them about their role in the research process. Students had time to read this consent form and ask questions about the project to ensure their voluntary participation and to let them know that they were allowed to withdraw at any point of the research process without consequences. The coordinator of the language center also signed a cover letter (See Appendix D) where all the information about the project was described. Additionally, the data gathered were confidentially stored in a hard disk and Google Drive to protect students' identities and dignity. Only the thesis advisor and the main researcher had access to it and students' anonymity was kept by using some pseudonyms chosen by the participants. The information will be deleted from the Drive once this thesis is accepted and stored in a hard disk whose access will be restricted to the main researcher. In case of disseminating this work in the academic field: seminars, workshops, plenaries, articles, among others, the students' pseudonyms will be used.

Unit Design and Implementation

In order to answer the research question, this pedagogical intervention consisted of a unit (See Appendix E) principled by Thoman and Jolls (2003) model of the *Empowerment Spiral* and the five core concepts of media which were the starting point to create other questions to foster students' analyses of gender representations in media. This unit had three different purposes: give students tools to analyze media, enhance language learning and promote reflection, awareness and actions towards gender representations and media. Additionally, this unit was also aligned with three main themes studied in their first four courses: people's roles and professions; people's spare time activities, and people's personal appearance and personality. Although local media were the target, some media produced in different countries were also analyzed in order to contrast gender representations in different cultures. Table 2 shows how the core concepts of media, the Empowerment Spiral phases and the questions used were all interrelated.

In the *awareness stage*, the purpose was to familiarize students with gender portrayals in the media so they were invited to identify and describe gender depictions in some international and national media. During this phase students also had three diagnostic activities: a) written workshop about media and gender, b) a group activity about gender perceptions and c) a class conversation about media. First, the workshop about gender and media was administered in the second class. The students had to give answers to a series of activities related to their own perceptions about gender in terms of women and men's roles, physical appearance, and activities. Finally they had to answer some questions about some advertisements. This workshop was later used in the reflection phase where students were

asked to analyze and reflect upon the perceptions they had about gender before and after the implementation (See Appendix F).

Table 2: Questions to explore media gender representations

Core concepts of media	Empowerment Spiral Phases	Questions
<p><i>All media messages are 'constructed.'</i></p> <p><i>Media messages are constructed using a creative language with its own rules</i></p>	Awareness	<ol style="list-style-type: none"> 1. Describe this ad 2. What does the person look like? 3. What kind of clothing is s/he wearing? 4. What is s/he doing? 5. What elements are there? 6. What are the gender representations/stereotypes on this ad? 7. What is the message this ad conveys?
	Analysis	<ol style="list-style-type: none"> 8. Who is the audience it is addressed to? 9. Who is benefited and who is disadvantaged in this ad? 10. Who is included and who's left out? 11. What do you think is people's reaction towards this ad? Why? 12. Who made this ad? What for? 13. What gender ideologies are portrayed in this ad? 14. Why do you think the man/woman is portrayed this way in our local context? 15. What is the history of this local ad? 16. What would this ad look like in a different country?
<p><i>Different people experience the same media message differently</i></p> <p><i>Media have embedded values and points of view</i></p>	Reflection	<ol style="list-style-type: none"> 17. What is the impact/effect this media message can have on us/society/ /children/teenagers/adults/ women/men? 18. What are the consequences implications/consequences of failing to analyze these messages critically? 19. Do you like this message/ad? Why? Why not? 20. Is it natural for you? 21. What personal reflections do you draw from observing this ad? 22. Do you feel identified? Why?
	Action	<ol style="list-style-type: none"> 23. How can this ad be modified? 24. What would you change? 25. What would you recommend to these media producers?
<p><i>Most media messages are organized to gain profit and/or power.</i></p>		

Second, *The alien* activity diagnosed students' perceptions about gender. In this activity students had to come up with ten things they would teach to an alien (a woman and

a man) if they came to this planet. Students gathered in groups of three people to come up with a list of things they would teach regarding roles, activities, personality and physical appearance. Their perceptions were shared in the same class with the rest of the students. The students were encouraged to comment agreeing or disagreeing with their classmates' opinions (See Appendix G).

Third, a conversation about the media diagnosed the way students used them and permitted to collect their first insights about the relation between media and gender. This dialogue was held with the help of a set of questions they could answer in advance, which were discussed with the whole class (See Appendix H).

In this phase, the participants were also introduced to some concepts that were key along the process: media, gender representations, stereotypes, sexism, among others. In addition, students also had the chance to read, watch videos, and listen to audios about the gender imbalance in the world and in Colombia, which prepared them for the subsequent phase, *analysis*.

In the *analysis stage*, the purpose was to provide students with some tools to analyze gender depictions in the media the teacher and the students selected. First, the teacher modeled the analysis of some ads in class guiding the discussion with the help of the questions in Table 2 (Analysis stage). After that, the teacher had students analyzing some ads autonomously by using the same questions. Additionally, students were also invited to ask questions about ads which were shared in class. The following questions shown in Table 3 are samples of the questions they created.

Table 3: Questions proposed by the students

1) Who said that God is a man?	La Flaca
2) What do you think about the financial inclusion for women and men?	Hipatia de Alejandría
3) Do you know other ads on this topic? 4)	El Groupie & Pocahontas
5) Do you consider that the business work is fair for men and women?	Torres & El Ken Milena
6) Do you identify with Diana from Arroz Diana ad? 7) What can I do if I am suffering from gender violence? 8) What do you think are the differences between feminine and masculine? 9) Nowadays, are the colors in the clothes a reference of gender? 10) Where are gender roles evident, in the rural sector or in the urban sector? 11) Is it fair for the woman after a long day of work to come to her house to continue working, and the man only comes to rest? 12) Do you think that children's toys and games are an important reference for gender roles?	La Flaca & Mulán

The ads selected for the analysis were taken from the Internet (See Appendix I), specifically Google Images and Youtube channel. These artifacts were selected taking into account the following criteria: 1) they had to be thought provoking, 2) they were gender-biased, 3) they were connected to any of the three themes of the course, and 4) most of them were produced in Colombia. Students also participated selecting some ads to analyze in class (See Appendix J).

In the *Reflection* stage students were encouraged to dig deeper and ask “So what? or what *ought* we to do or think? [...]” (Thoman & Jolls, 2003, p. 32). In this *Reflection* stage, students were invited to answer questions in Table 2 (Reflection). An initial written reflection was collected in class seventh which was prompted with five questions, whereas the last reflection activity consisted of a video reflection that students had to record based

on some other questions (See Appendix K). Finally, the participants reverted to the diagnostic workshop to analyze it in groups. The students were asked to find out what was common among their answers and reflect upon them. Then, the teacher showed the result of this diagnostic workshop using some graphics and quantitative analysis. With the help of the teacher and students' analyses of the diagnostic workshop, they shared ideas and reflected on their own gender representations in connection to what they had analyzed in the media artifacts previously.

The last stage, *Action*, gave students the opportunity to “formulate constructive action ideas, to ‘learn by doing’” (Thoman & Jolls, 2003, p. 32). These actions can be considered simple activities that lead to raising more awareness about the issue explored. Therefore, students were encouraged to design alternative and counter-hegemonic texts and present them in one of the last class sessions giving arguments and explaining how they came up with their final products (See Appendix L).

Additionally, a debate was also planned as part of this last *Action* stage. The last class, the students made part of a debate that served as one of the last data collection sources as well as the last final oral evaluative activity of the course. This debate was prepared based on the analysis of the Colombian movie *Maria llena eres de gracia* (2004). In this debate, a guest, who played the role of the director of the movie, was in charge of debating and answering students' questioning about the movie, and triggering thought and reflection about the gender representations depicted (See Appendix M).

Along the phases of the Spiral, both listening and speaking skills were strengthened. Regarding listening skills, they were fostered through the use of different podcasts, audios,

videos, TV commercials, and conferences that tackled issues pertaining to gender and media. The students were also provided with some listening strategies (listening for gist, listening for specific information and listening for detailed understanding) that they put into practice along the course. Students were also provided with strategies they could use before, while and after listening to any audio. As for oral production, students had conversations, debates, oral presentations, discussions, among other oral activities that pushed them to use the target language in the classroom. It is important to remark that although some of the material that was selected for analysis was in Spanish (local media), the discussions in class were held exclusively in the target language. Finally, the linguistic content was not taught explicitly because this was not the aim of the course; however, at a certain point, the teacher reviewed what she perceived the students needed or struggled with while performing during the multiple activities.

Findings

Aiming to explore the impact that CML-oriented lessons may have on adult language learners when analyzing gender representations in local media, a unit based on CML was designed. The findings of this case study showed that CML-oriented lessons can impact adult language learners in different ways. First, adult learners struggled to deviate from self-biased gender representations. Second, students moved from identifying and describing to analyzing gender representations through CML. Third, the participants of this study were able to take actions not only in the EFL class but also outside. Finally, this CML approach fostered students' language development.

Adult Learners' Struggles with Self-biased Gender Representations

One of the main impacts this project had on students dealt with students' ability to unveil their self-representations of gender. This category shows the back-and-forth process students went through when analyzing media gender representations during the whole project.

The diagnostic workshop that students did in the second and third class, along with their reflections along the classes and in the last video reflection, evidenced that students had some realizations about their own perceptions of gender. For instance, after analyzing one of the activities of the diagnostic workshops (Reflection phase, class 16-17), most of the students agreed that they portrayed women and men with stereotypes, so women were drawn wearing dresses and skirts whereas men were usually drawn wearing whether blue, black, or brown clothes.

Teacher: Conclusions about this?

La Flaca: stereotypes

El Groupie: was a good activity

Pocahontas: women in dress the majority (Class 17, Reflection phase, 03/22/2018).

Also, Larry expressed, with disappointment, that on his diagnostic workshop, he had portrayed women as caretakers: “in other [sic] picture I write [sic] she likes to take care [sic] children” (Larry, class 16, Reflection phase, 03/20/2018). Later in his video reflection, when he answered the questions: *Which personal reflections did you make after analyzing your diagnostic workshop? Is there something from your workshop you want to reconsider? What? Why? Why not?* He said: “Studying the course I unconsciously I [sic] have some stereotypes; I noticed them by [sic] the workshop” (Larry, video reflection, reflection phase, 03/25/2018).

El Groupie also commented on how this initial diagnostic workshop helped him to come to realize that he and his classmates were full of gender stereotypes

In my opinion the workshop was a big hit of reality because in that work [sic] the group saw the first point of view that was probably influenced for [sic] a lot of stereotypes. Personally, I think that I carry away many prejudices, for example when I painted the drawing I, and all the group, carried by [sic] general opinion and vision of gender, which frequently discriminate the minorities... Yes, if possible, I want to reconsider all the [sic] answer of the workshop (El Groupie, video reflection, reflection phase, 03/25/2018).

Additionally, in the diagnostic activity about aliens, students had to answer the following question in groups: *If an alien comes to earth, what would you teach if it is a woman/man?* Almost all their initial ideas portrayed their stereotypical ideas about how women and men should be.

Mulán: she should wear a red dress and beige high shoes
Teacher: high-heels
Mulán: high heel shoes?
Teacher: high-heel shoes is ok! or high-heels....a red dress?
Mulán: because the red is sexy
Teacher: because it is sexy
La Flaca: yes!
Mulán: contrast with blonde
La Flaca: she should be a veterinarian
Mulán: she should be a [sic] friendly, fragile, delicate, generous.... Ay eso ... (Class 3, awareness phase, 01/30/2018)

However, at the end of the process, when this same question was posed to prompt the reflections they had to record, all of the students coincided with the following ideas from Mulán and La Flaca:

I would say that not matter your sex, that [sic] men and women are the same race and they should be on equal terms. That we should have the same rights and opportunities, the same duties... Both should be treated with respect [sic] others, both have the same abilities to perform in any job. Men and women can wear pink or blue clothes, any color or both. Both can [sic] long hair or wear skirts or pants (Mulán, video reflection, reflection phase, 03/25/2018).

Additionally, apart from these specific moments where students devoted their time on identifying and analyzing their own representations, along the process, in class discussions, and during media analysis, it was also noticeable (in their discourses), that some of the students were able to both understand some concepts such as stereotype and acknowledge that some of their ideas may be stereotyped perceptions as well. Hipatia de Alejandría, for instance, when giving opinions during the classes and referring to ideas she admitted as clichéd, she usually pinpointed that those ideas were possibly stereotypes she had or beliefs society has always had about women and men.

Hipatia de Alejandría: I think that women represent this person that I'm describing because unhappily in the world, I think in all the world, the women that likes [sic] to

buy anything [sic] is a stereotype! The stereotype that women like to buy anything [sic] for example she doesn't work and this stereotype is more common, for example, in a pretty women (Class 12, Analysis phase, 03/06/2018).

It is important to acknowledge that their self-discoveries about the way they perceived women and men were observed along process, but this was also contrasted with students' opinions in the group interview done two months after the project had concluded.

One of the students highlighted that this project helped them to reevaluate their biased ideas and be more mature about gender issues. For instance, in the course 6², El Groupie noted that when a female student mentioned that women from her family loved soccer more than men, one of the new students of the course was surprised, which did not happen to students that were involved in the project.

I would not like to highlight something about me but about the whole group. For instance, when we had the presentations, La Flaka, who is not here, when she presented she said that women from her family loved soccer while men did not... and Miguel was very surprised. I think that if we had not done the activity we did the last semester, we had probably reacted the way he did. So you can see somehow how mature we have become along the process (El Groupie, Group interview, 06/14/2018).

On the one hand, it is worth mentioning that although most of the students expressed having gained awareness of their own biased representations and seemed to understand the implications these may have, that did not necessarily mean that their perceptions changed completely. It was a process that started to transform their mindset little by little. It is also important to consider that not all the students reached the same level of awareness.

² I continued with the same group in the subsequent trimester. However, the project implementation only took place during course five.

Teacher: what are they referring with “light” here?
Students: a beer
Teacher: a light beer, okay, how is the appearance of this man?
Penélope: it’s a gay
Milena: his face is very masculine
Andres: only the face!
Teacher: only the face? Why?
Andrés: is thin
Teacher: isn’t a thin person masculine?
Andres: yes (Class 11, Analysis phase, 03/01/2018)

In this conversation, in class 11, sexist jokes were notorious, as well as some underlying stereotyped perceptions of men embedded in their discourses. One might draw such conclusion given the fact that it was the middle of the process, so students might have not gained much awareness about this issue. However, in class 17, almost at the end of the process, students still made such sexist jokes, which showed that transformation was not easy to reach and that these were topics that had to be worked on for longer periods of time so that more open perceptions about gender could be more notorious.

On the other hand, it was also perceived that some students (female and male) showed they had more hackneyed ideas about how men should be, by radically determining men’s sexual preferences just based on the roles, colors, or appearance they have. Judgments like “he is gay because is taking a selfie or because he has long hair” were more frequent than judging women’s sexual preferences based on these criteria.



Figure 1. Obao ad

Torres: teacher how do you say *afeminado*
Teacher: *esa palabra estaba ahí en la copia*
Pipe: effeminate
Teacher: how do you spell it?
Mulán: e-f-f-e-m-i-n-a-t-e
Teacher: he's kind of effeminate. Why Torres?
Torres: for *lima* (nail file) (Class 11, Analysis phase, 03/01/2018)

This previous excerpt showed that one of the characteristics Torres came up with for describing the man in the Obao ad (Figure 1) was effeminate because he was polishing his nails with a nail file conveying that those are exclusive activities for women. Similarly, El Ken and La Flaca claimed that El Groupie's drawing of a man in his diagnostic workshop was gay because this man was wearing orange and because he had long hair.

El Ken: teacher it's a gay man (pinpointing at El Groupie' drawing)
Teacher: why is he a gay man?
La Flaca: is a strange man
Teacher: why gay? Because of the color
El Groupie: ajajaja
Hipatia de Alejandría: happy colors [...]
El Groupie: it's because of the long hair
Pocahontas: my brother have [sic] a [sic] long hair (Class 17, Reflection phase, 03/22/2018).

In sum, although it became obvious that students identified their own self-stereotyped perceptions about gender, a contradiction was also found between their realizations and their judgments. Some students continued making sexist jokes and judging sexual orientation based on colors, physical appearance, and gender roles.

Adult Learners Move from Description to Analysis with the Help of CML

This category intends to report the impact this study had in relation to students' growing capacity to analyze how gender was depicted on TV commercials, movies,

billboards, songs, and ads, mainly from Colombia. These data emerged from class audio-video recordings and students' work. In the *awareness* and *analysis* phases, students were asked to unveil the portrayals that local media represent of gender. This scaffolded process started with the implementation of simple activities as observing, identifying and describing, ending with more complex ones as analyzing.

In the first scaffold, students were provided with some questions to start analyzing media texts. Based on these questions, they became capable of identifying and describing people's depictions in local media (see Table 2 above). Regarding male portrayals, after analyzing ads (Arroz Roa, Viva Colombia, Bankia, Nedbank, amongst others), the students observed that they were portrayed differently, i.e. cheaters, disloyal or people who are allowed to have several women. Men were also characterized with symbols that represent "evil" and depicted with jobs related to wasting money or trafficking drugs. Moreover, men were represented as chauvinist, strong, powerful, and as the breadwinners that manage the home finances.

In the last debate, based on the Colombian movie called *Maria llena eres de gracia*, students also identified gender representations. In this analysis, most of the students asserted that Colombian representations of men were associated with killers and drug dealers, apart from being represented as chauvinist, manipulator, authoritarian, and insensitive people. All of them negative portrayals they disagreed with.

Mulán: Yes, I agree with you that Maria is show [sic] in the movie powerful but in my opinion I don't like eee look[sic] in the movie mens [sic], because they are in general show [sic] very male chauvinist and manipulators and women *ah Bueno* an example is a [sic] boss, yes? Because he's very authoritarian and chauvinist, and little sensitive

Pocahontas: and boys only found opportunities in ki... ki...killer [sic]

Pipe: shooting

Media producer: Killing

Pocahontas: killers and drug dealers (Class 20, Action phase, 04/05/2018)

In fewer opportunities, students found positive representations of men in media. For instance, Mulán realized that the policeman in the movie *Maria llena eres de gracia* was shown as a compassionate person even when she considers policemen are aggressive.

Mulán: yes, one observation! To speak personally in the film to show [sic] the men general with stereotypes ... but the policeman is very sensible [sic] with the pregnant Maria, is a stereotype, in [sic] currently the policeman doesn't [sic] ...

Media producer: they are very aggressive?

Mulán: pues yes! For me yes (Class 20, Action phase, 04/05/2018)

Concerning women's portrayals, when analyzing ads (Bankia, Arroz Diana, Arroz Roa, Pantene, Condensa ads, amongst others), students uncovered that women were represented in local media mainly as sex symbols, housewives and the ones that take care of the family. Additionally, they were also shown as annoying people who bother their partners, that are capricious and whose behavior is seen as undesirable. Furthermore, females were also represented as people who are not good at financing or managing money.

For instance, in the middle of the process, the students were invited to search sexist ads and analyze one aided by the questions previously worked on in class. Hipatia de Alejandría selected an ad from Codensa, a Colombian Company, she identified the portrayals media producers wanted to convey about women.



Figure 2. Codensa ad

Ah okay she looks surprised and worried because she don't [sic] have....doesn't have money to buy the car insurance. Ehhh for me the message is against she [sic], or against women because the company or the advertisement say [sic] the women is not intelligent, the women doesn't know or doesn't understand about personal finances and is possible that the message [sic] the woman don't [sic] work / doesn't work. For example, her husband is the bread winner, is the person who put [sic] the money for the things (Hipatia de Alejandría, Class 12, Analysis phase, 03/06/2018).

Later in a different class, La Flaka, Mulán and Penélope discovered that on an ad from Bankia, a Spanish bank, women and men were misrepresented. On this ad, the man is bored from waiting for his wife outside a fitting room. The ad then shows a message that reads: "Comisión que te cobra tu mujer por irte de despedida de soltero, en la vida ya pagas demasiadas comisiones"³. These three students agreed that the women were depicted as annoying; money-oriented, and dependent on men's money.

La Flaka: In this case the man is bored because he went out with his friends and she thinks [sic] should share and should buy clothes for his wife for [sic] this...

Mulán: or the women are *cansonas*

Teacher: annoying

Mulán: annoying

La Flaka: *o sacadoras*

Penélope: *o que los dejamos pelados* interesting [sic] (Class 16, Analysis phase, 03/20/2018)

³ Commission your wife ask you for when going to a single party, you pay enough commissions in life (My own translation)

Some positive representations of women that students identified in media had to do with an attempt to show empowered women. Milena selected *Arroz Diana del Tolima* TV commercial⁴ to do the analysis and she found that women were shown as willing people who are not only in charge of home affairs, but who also work, study and do other activities “In this video [sic] observe that they are well dressed, very beautiful despite of age of [sic] the roles that they show. They look be [sic] always fine, happy and willing. They do all the tasks that supposedly must do” (Milena, class 14, Analysis phase, 03/13/2018).

In contrast, some students considered that these biased representations of both, women and men, are changing slowly. For instance, when three local TV commercials of cleaning products from different years (FAB, 1990, Mr. Músculo, 2008 and Salvo, 2017) were analyzed, Hipatia de Alejandría identified that in the most recent TV commercial which was about a liquid dishwashing soap called Salvo, a man was portrayed helping a woman with the kitchen affairs. This could demonstrate that gender portrayals might be slowly shifting on our local television.

Teacher: what are the roles of women and men in this last commercial?

Hipatia de Alejandría: teacher I think that in the last commercial the women and the men divide the activities but the women [sic] is the boss of the kitchen

Teacher: the manager!

Hipatia de Alejandría: chef

Teacher: is he the chef or is she the chef?

Hipatia de Alejandría: but not chef (sino) chief. I think that the last TV commercial show [sic] more equality between women and men (Class 10, Analysis phase, 02/27/2018).

⁴ https://www.youtube.com/watch?v=rDNcKyT_ulM

Nonetheless, El Groupie and Mulán uncovered that the message for women and men continued being the same even when media producers decided to include a man in the kitchen affairs:

Teacher: Okay three different TV commercials from different periods of time. What did you notice?

Pocahontas: the women still like *ama de casa*

Mulán: housewife

Teacher: the women still like the housewife, in all the three TV commercials? What else did you notice?

El Ken: the women has [sic] been seen [sic] housewife ...

Mulán: but the protagonist is a woman in the last commercial

El Groupie: but the message is the same

Teacher: what is the message?

El Groupie: the woman clean, the man can do other things (Class 10, Analysis phase, 02/27/2018)

These representations were interpreted as cosmetic bias, which refers to the “illusion of equity beneath which gender bias persists” (Fardon & Schoeman, 2010). Although men were shown in the kitchen helping women with home affairs, students said they were not shown performing activities like washing the dishes or cleaning, instead they were depicted as chefs or sellers which reinforces even more the imbalance of women and men instead.

In sum, students realized that gender representations and messages on local media continue conveying the same clichéd ideas of women and men: women pertain to the kitchen and are expected to clean. What is more, they always have to look neat and beautiful meeting the standards of a “real woman.” Regarding men’s representations, they seem to have a negative connotation to some extent. For instance, men are shown as drug dealers, killers, manipulators and insensitive people. Finally, men are also portrayed

playing different roles as managers, executives, accountants, chefs, which in fact, are not related to home affairs at all.

In addition to identifying some women and men portrayals in Colombian media, students were encouraged to do a more critical analysis of these texts. Therefore, the second scaffold of this analysis aimed at helping students to see beyond the visible and uncover some possible messages that the media convey, the purposes of media producers and the target audiences these producers were aiming at when conveying messages about gender. Ads were analyzed with the help of some questions taken mainly from Thoman and Jolls (2003) Literacy for the 21st century guide with some adaptations (See Table 2 above)

In terms of the hidden messages, they were not uncovered in one shot (Puchner et al., 2015), students started to become media savvy progressively. In the first classes, their ideas about hidden messages were limited, but once students became familiar with the analysis dynamic based on the questions, they became more critical and started to uncover some of the veiled messages shown in local media. For instance, in class seven, students had the first opportunity to analyze one local advertisement about *Arroz Roa*, in which a man who is characterized as Arab, is surrounded by five different women wearing red, white and black clothing and it reads: “Las señoras de Roa son señoras de verdad”. These were their first attempts to discover the hidden messages of this ad shown in Figure 3.



Figure 3. ROA ad

Teacher: what kind of message is it transmitting?

Milena: the rice

El Groupie: buy my rice if you want a perfect women [sic]

Teacher: what is the message, buy the rice? Yes? that's the only message?

Hipatia de Alejandría: that the women that to [sic] buy and to cook with Roa rice are women good / good women

El Groupie: the message, the text is a form [sic] of *hacerte sentir mal*

Teacher: to make you feel bad, why?

El Groupie: the women of Roa are women of truth [sic]

Teacher: Do you feel bad for this message?

Milena: If my / If I don't eee* señora de Roa no estoy Buena*

Teacher: ahh okay. Flaka do you feel bad with this message?

La Flaka: *pues, si nos vamos al extremo, sí hay un mensaje machista ahí, pues si nos vamos al extremooo, pueess lo peor... si hay un mensaje machista, porque es un solo man y un poco de viejas*

Milena: if the men eee * bueno si el hombre aporta el dinero, o sea también es un mensaje para el hombre, o sea le está diciendo al hombre que aporte directamente dinero para comprar arroz Roa para que pueda tener muchas mujeres o una buena mujer, mujeres de verdad! (Class 7, Analysis phase, 02/15/2018)

In the previous conversation, it is seen that the level of awareness and analysis varied from student to student, even when this was the first time to analyze an ad like this. Evidently, they were not “media dupes” (Sefton-Green, 2006) as they came with background experiences that allowed them to analyze some messages superficially. In the previous extract, when the teacher asked the question: What is the message? Milena's first attempt was simply: “the rice” showing little analysis about the message behind the product this company wanted to make a profit of. Nonetheless, El Groupie and Hipatia de

Alejandría showed to be more aware than Milena and La Flaca by uncovering that the media producers wanted women to believe that if women cook, they are considered good wives or women.

However, as the conversation went on, Milena was able to make more connections and elaborate more her idea when her classmates gave some hints. In the subsequent class, Milena also expressed that she started to notice gender-biased representations not only during the class activities, but also when watching TV at home:

Yesterday view [sic] ads in National Channel, ads [sic] rice Diana and buscan pues como lo mismo o sea hacer sentir a la mujer como si todavía fuera la dueña de la casa, que si no consume el arroz, o sea muy similar a esta y el mensaje que quieren dar es como ese, si usted no consume arroz Diana no es una excelente mujer para su esposo, o sea es lo mismo; que bueno poderlo ver de pronto en algún momento (Milena, Class 8, Analysis phase, 02/20/2018).

Seven classes later, Milena selected *Arroz Diana del Tolima* TV commercial to be analyzed in class. She dug deeper analyzing that women were shown in a position of “deserving”, if they do all the things the society wants them to do, they deserve a good family and a good husband. Milena, Pocahontas, La Flaca and Pipe, together, elaborated a more complex argument than the one in the fifth and seventh class.

Milena: the woman is strong, if you aren't [sic] these many roles you [sic] not the best women [sic]... don't deserve a good family and a good husband

Pocahontas: so-so because the women is [sic]... controversial... Because show the women perfect [sic], many roles. I'm [sic] identify with media but it's very difficult for example for me I'm [sic] single mother and it's very difficult. I think it shouldn't ... responsibilities....

Teacher: Yeah, according to this video what is the perfect woman? What does she do?

Students in general: Housework, care [sic] the children

La Flaca: Care the elderly, the sick

Teacher: What else?

Penélope: Bien vestida

Pipe: Organized

Teacher: High-heels

Penélope: The first in...

Teacher: To wake up, the last to go to bed, imagine! It says women are powerful, you are amazing women

Johanna: Mensaje subliminal para que sigamos así (Class 14, Analysis phase, 03/13/2018)

Milena and Hipatia de Alejandría were also capable of unveiling in this same TV commercial, which apparently promoted women's independence and power, that it still transmitted messages that challenged women to do different activities and be successful at home, in the academy and at work which widens the gap between women and men assigning more responsibilities to women, conveying that if they do not achieve these targets they will never be "true" women.

In this video which [sic]my opinion worked subconscious [sic]of women reinforcing the chauvinism and gender / both gender. They pretended to show a stereotype of woman that's impossible to fulfill (Milena, Class 14, Analysis phase, 03/13/2018)

Everything, that's good because they can to do everything but also I think that in this video is missing... how I [sic] can say this ... I don't know... men's help.... It's good but also for example, criar, to educate the children, do the homework [sic] the child as she was doing the homework with the son. I don't know in general (Hipatia de Alejandría, class 14, Analysis phase, 03/13/2018)

Another key point refers to students' capacity to uncover hidden messages that invite women to have surgeries in a country where beauty and a "perfect body" is king. In a gallery display activity, different ads were posted on the walls of the classroom. Students went around reading and analyzing some ads and they had to select one to be analyzed deeply. Five students selected a billboard from Cali that depicted a sad woman holding two lemons and the same woman happily holding two melons at the height of her breast, next to them a message that reads: "Si la vida te da limones, llámanos"⁵. This Billboard promoted

⁵ If the life gives you lemons, call us! (My own translation).

Dr. Álvaro José Molina, an aesthetic surgeon. In their analysis, these students were able to unveil the message which invited women to have breast surgery and that conveyed an ideology of happiness “The message that transmits this [sic] is that if you have small breasts, you will be unhappy. The happiness is to have big breast this have solution whit [sic] surgery” (Mulán, written analysis, Analysis phase, 03/19/2018).

Learners also started to unveil some media producers’ purposes behind those gender representations. In the first media analysis, students did on their own, Larry and Penélope selected a TV commercial from Colgate⁶ in which a girl is shown reaching her dreams to be a ballet dancer. These two students claimed that media producers had implicit intentions that people might not notice easily which is related to selling an ideology of consumption that invites children to use Colgate to achieve their dreams “the video has a double intention one of them is you should believe in children, is apparently good intention but one implicit message is the childrens [sic] must buy Colgate because they will achieve their dreams, is a [sic] implicit message” (Larry, class 13, Analysis phase, 03/08/2018)

Similarly, eight out of twelve students acknowledged that media producers use strategies to sell and promote consumerism; these strategies create remembrance so that at the moment of buying, consumers buy their products based on the striking messages they convey.

⁶ <https://www.youtube.com/watch?v=X6imw5BSB1M>

Milena: yes ajajaa in the moment eee [sic] go to buy rice I think between the different, between Arroz Roa or Diana and recorder [sic]
Teacher: remember
Milena: remember this publicity...
Teacher: the brand! You remember Roa and Diana
Milena: in this moment to compare [sic] (Class 7, Analysis phase, 02/15/2018)

Moreover, Mulán, in a written reflection, reported that she had bought some products, clothes or political ideas owing to media influence “*Have you ever felt influenced by media? How? Yes, with clothes, beauty products, with the brands and even political themes*” (Mulán, written reflection, 03/15/2018). In like manner, Milena pointed out that apart from promoting the consumption of goods, media also make people consume ideologies

Yes, of course, all the time. We are in a consumer society and I think they influence a high percentage of [sic] our way of thinking, acting and feeling. For example when we want to be thin and beautiful, have an ideal relationship, etc. (Milena, written reflection, 03/15/2018).

Students also found that Colombian media producers use distant cultures to sell ideologies of beauty, perfection, success, among others. For instance, in a TV commercial of rice, they use the Arab culture to sell an ideology of masculinity.

Milena: Toman la cultura de allá para que se asemejen a llamar la atención
Torres: How do you say barba?
Teacher: Beard, what do you want to say Torres?
Torres: Arab men always is [sic] with beard
Teacher: Arab men always have...
Torres: The men in Colombia with [sic] beard, pues la mayoría tienen como ese sueño de tener barba
(Class 7, Analysis phase, 02/15/2018)

Finally, it was interesting to notice that students not only learned to discover the media producers’ purposes but also questioned them. This was shown in the last debate students had with a guest. The purpose of this activity was to discuss the analysis of the

gender representations shown in the Colombian movie *Maria llena eres de gracia*.

However, students went beyond, analyzing and giving opinions not only about the gender representations, but of representations of Colombians in general: age, class and background. For instance, La Flaca showed her greatest capacity to question media producers' purposes when debating about this movie. She questioned the portrayal of Maria, a young woman who was pregnant and had a difficult economic situation, and who was led to traffic drugs to the USA, as possibly implying that Colombian women in difficult situations should find a solution in drug trafficking or traveling to this country

I have a question: Do you think that the example of the film showing a teenager with need [sic], pregnant, who manage the reach of [sic] United States as a drug mule, can become a motivation for other girls to become pregnant in order to migrate to [sic] U.S at the expense of risk? (La Flaca, class 20, Action phase, 04/05/2018).

La Flaca was also capable of discovering and question that the producer of this movie may have had the intention of showing men from different regions of Colombia with different characteristics conveying that men from Medellín are kinder and that men from Bogotá were more chauvinist and cold.

I have a question. According to the movie, does the behavior of men depend on the region of Colombia in which they grown [sic]...because in the movie the man [sic] of [sic] Bogota are [sic] shown as chauvinist, manipulator, and Frankly, who is from Pereira, has a better treat [sic] with women (La Flaca , class 20, Action phase, 04/05/2018).

Likewise, Pipe also showed his capacity to question media producers' purposes by inferring that the media producer decided to use the portrayal of a pregnant woman because she was possibly inviting teenagers to use contraceptive methods.

From my point of view I consider of [sic] the movie is [sic] reflected [sic] the lack of the [sic] sex education we have in Colombian schools ... I have three questions: Why [sic] you decide show a pregnant woman? Second, that [sic] serves [sic] to invite the teenagers to use planned methods [sic]? And the third how can we [sic]

aware the Colombian society in a second movie *Maria llena eres de gracia* or another movie of you? (Pipe, class 20, Action phase, 04/05/2018).

Little by little, students discovered the target of Colombian media producers.

Students believed men's sexist depictions were not as evident as women's were and that this probably explains what the target audience of media producers is. Penélope expressed that it was difficult to find sexist ads against men: "excuse me teacher, once I searched on the Internet the publicity that we could change, I found that almost everything was about women, so that is why everybody tended to use women's ads" (Group interview, 06/14/2018, my own translation). This is why the participants had a tendency to analyze more women's sexist portrayals in the media than men's. Therefore, there was a need to balance the media artifacts analyzed and invite students to explore the depths of the iceberg regarding men's portrayals in the local media.

As for the media impact, students started to become savvy media consumers when facing ads, throughout the process of analysis of different media pieces, students came up with different ideas about the consequences and effects media gender representations might have on people and society at large. First of all, students thought biased representations perpetuate stereotypes that according to them, harm people and portray standards of women and men that are impossible to reach producing also a loss of identity, for instance Pocahontas said: "I consider that the consequences of the gender representations are men and women without identity, with behaviors imposed by a society that defends consumers' stereotypes" (Video reflection, Reflection phase, 03/25/2018). As well as Pocahontas, Pipe asserted that media misrepresent gender with images that are unreal "The media have

created an image of men and women full of stereotypes and it is not [sic] reality and they [sic] are not able to reach” (video reflection, Reflection phase, 03/25/2018).

Similarly, these biased representations could also perpetuate chauvinism because men continue being portrayed as powerful people and women are undermined, therefore, people might identify themselves with this depiction and even get used to it.

Thomas: for example that the new generations will be accustom

Teacher: will be what?

Thomas: accustom, acostumbrado

Teacher: used to

Thomas: used to that for example that we are humans, that new generations will thinking that is normal women earn less than men (Class 9, Analysis phase, 02/22/2018).

Second, the impact the students considered the strongest was the way these biased representations could influence and change people’s decisions. When students analyzed some ads in the classroom, they could come up with some ideas about how media influence people’s decisions, Milena said: “for example after watching Vikings all men se querían cortar así el cabello, un corte extraño con la cola como era el antagonista de Vikings” (Class 9, Analysis phase, 02/22/2018). In the last video reflections, students also made reference to this, El Groupie reflected: “The media representation changes our thoughts. They teach us many illogical ideas and we, as ignorant beings, think is true and we accept those stereotypes as a nice and right thing” (Video reflection, Reflection phase, 03/25/2018). This shows that students started to unveil the impact of media during class analysis but at the end of the process when they recorded their video reflections, their ideas were stronger and more elaborated.

Finally, two students said that the impact these biased representations have on people could affect people and be more dangerous than what we imagine, ending up in bullying, discrimination, or even suicide:

I think that happy people lose his [sic] essence as individual, as [sic] person, as citizen because we are acting based on the stereotypes and not based on the way of [sic] we want. This situation for me is so so so danger [sic] because it is a birth of discrimination about gender, about race, about nationality and the consequences is ... are two problems that our society lives nowadays, this problem is bullying and the another [sic] problem is suicide because the people doesn't [sic] feel good or doesn't feel accept [sic] in this society, unhappy (Hipatia de Alejandría, video reflection, Reflection phase, 03/25/2018).

This previous quote evidences the level of analysis some students reach after this process, being able to identify the possible consequences of biased social representations in relation to other dimensions as well such as race and origin.

Taking Actions Inside and Outside the Classroom

Based on all the discussions, reflections, and analysis the students had in the classes, two of the last activities aimed at encouraging students to think about possibilities to counteract and challenge portrayals to avoid perpetuating hackneyed gender representations in the local media. This category shows the impact this project had on students' action making process. The information reported in this category was compared and contrasted from students' work and group interview.

Students were asked to record a video reflection where they gave ideas about how to face biased representations. In the questions: *How can you challenge what media represents?* and *what would you say to the media producers that represent sexist or stereotyped gender messages in ads?* Most of the students gave ideas that were related to the way people and media producers should act.

On one side, some of their opinions about the way people could challenge sexist media messages were analyzing critically what the media show us due to the fact that participants acknowledged that sometimes spectators normalize representations, and it is their role to become more critical towards it, for example La Flaka gave her opinion about the role people should have: “In my opinion, it’s very important to analyze what the media show us, responding critical [sic] to them because sometimes everything becomes in normal way” (Video reflection, Reflection phase, 03/25/2018). Besides, Pipe reported that it is important to contrast different sources of information so that people create their own judgment, in his words: “Having my own opinion, I’ve been a critical person and looking for various media of information” (video reflection, Reflection phase, 03/25/2018).

On the other side, students think that the best way to challenge sexist messages is by making some actions; for example, some of the actions students proposed are to participate in discussions and forums about gender issues, express themselves, sue media producers and educate others. Hipatia de Alejandría argued that it is necessary to express ourselves as audiences so that media producers transform their biased ads

For to [sic] challenge what media represents we must express our indignation with the different advertisement on media and also we must not get this good or this service that this media is [sic] advertising. We must do it until the person responsible [sic] of this media, of this advertisement, understand [sic] his or her mistake and correct [sic] it (video reflection, Reflection phase, 03/25/2018).

Moreover, Milena, who is a teacher at a school, expressed that she could encourage her students to talk about gender issues:

One way to change what the media representation [sic] is to act in a critical way, participate in forums, make [sic] feedback with something [sic] do not like or feel negatively [sic], identify and as a teacher, I’m teacher is *persuadir* the new gender [sic] to do so (video reflection, Reflection phase, 03/25/2018).

These two previous excerpts are evidence of students' perceptions of what a transforming action is about. Their proposals are actions that could have a huge impact on both media producers and consumers.

Another idea about how to react to this type of issues was education. Five students mentioned that they had an important role as adults and they had to teach children the way they should look at things when consuming media. To illustrate this, El Groupie expressed: "We can challenge the media representations analyzing for example, the ads where stereotypes appear. I think that raise [sic] awareness among younger people can be an excellent idea" (Video reflection, Reflection phase, 03/25/2018). La Flaka also stated that they could teach their families and friends to be more analytical towards media messages. Finally, within this educational process, students mentioned that one of the most important values media producers should consider when designing is *respect*. Mulán for example said: "There are many ways to do it and I'm sure the best of them is to do it respecting the integrity of both, women and men" (Video reflection, Reflection phase, 03/25/2018).

Creating counterhegemonic and alternative texts.

Students were invited to experience what it might be like to be media producers, so they were asked to create counterhegemonic or alternative texts. Although, the students were able to reach this creation and production phase (action), only a couple of activities (an alternative text and a debate) were done. The lack of time was a constraint since it was not possible to give students feedback on the alternative texts and the debate because those activities happened in the last two classes of the course.

However, when they were assigned the task of creating media artifacts, it was observed that most of the students decided to create alternative rather than counterhegemonic texts in order to have a more equitable view of gender. Their action was coherent with their opinions in the video reflection due to the fact that they claimed that media producers should be more careful and respectful with hackneyed portrayals about gender and look for fairer depictions in order to avoid gender stereotypes.

For instance, Hipatia de Alejandría decided to create an alternative to Ladrillos Lark ad shown in Figure 4, a Peruvian company that sells bricks. Instead of portraying a woman in a bikini, she decided to change her by a brick which is something more related to what the company makes a profit of.



Figure 4. Ladrillos Lark ad and Hipatia de Alejandría's alternative text

Larry also created an alternative text, shown in Figure 5, to an ad from the American brewing company, Schlitz. In this ad, a woman is drying away her tears with a handkerchief because she burned and spilled the food she was cooking. Her husband asked her not to worry because she did not burn the beer. Larry's alternative ad conveys a

message of equity between women and men where her husband asks her not to worry and invites her to drink beer with him.



Figure 5. Schlitz ad and Larry's alternative text

Mulán and La Flaca also created an alternative text displayed in Figure 6 to the lyrics of a Colombian reggaeton song called *Cuatro babies*. The lyrics of this song underestimate women with rude words. Therefore, Mulán and La Flaca decided to create an alternative to the lyrics and to make it fun to have impact on people because they said that it is what media is all about. La Flaca said that apart from generating impact they wanted to educate people with their alternative text.

Mulán: Yes, that one was really good because one does not realize that we do not analyze the videos, commercials, songs, anything, so I think it was so good...

Teacher: and how did you feel in that role creating, you as producer, because you were the creators of that alternative, how did you feel?

Mulán: it was really nice because when you are transforming that, you are not thinking in what you like, but how others are going to see it and how to reach and impact them because that is what media is all about. So what did we do? We had to do something that was memorable. So it was nice but difficult.

La Flaca: something that impacted but also that educated at the same time (Group interview, 06/14/2018, my own translation).



Figure 6. La Flaca and Mulán's alternative text

On the other hand, La Flaca and Pocahontas created an alternative text to an ad of Brahma, a Brazilian beer. This ad (Figure 7) showed a woman in a bikini carrying some beers with a message that reads: *Caballeros, así es la competencia*. The students claimed

that portraying a man playing *tejo* was probably more related to the product they were advertising, therefore they expressed: “we want [sic] show it isn’t necessary [sic] show the... or use the woman’s [sic] bodies for to [sic] advertise the beer, not is [sic] necessary, we show the same message, the same logos, only change the images” (La Flaka and Pocahontas, class 18, Action phase, 04/03/2018).

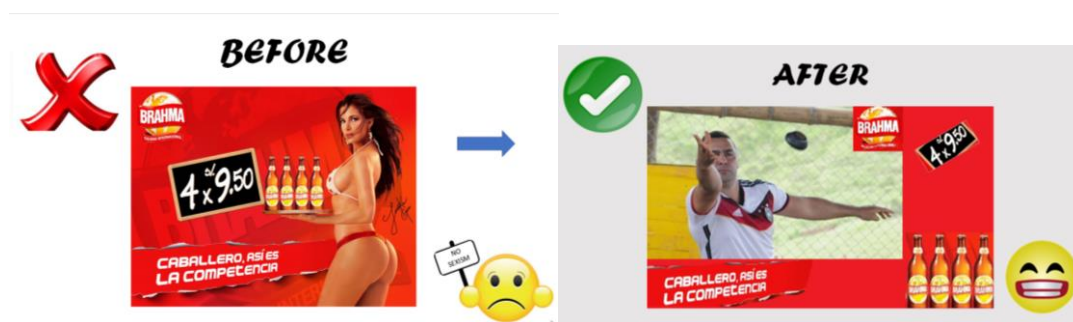


Figure 7. Brahma ad and La Flaka and Pocahontas’ alternative text

It was evident that La Flaka and Pocahontas disagreed with the strategy of showing a half-naked woman to promote the consumption of a beer but the weak part of their analysis and their alternative text was that they did not even realize that this ad was from another country and that in fact, claiming that men who play tejo drink beer could also be another stereotype.

Finally, only one student decided to mock the text he selected. El Groupie wanted to make fun of the sexist lyrics of a reggaeton song called “La Groupie” sang by Puerto Rican and American singers whose lyrics undervalue women. Therefore, El Groupie wanted to portray literally its lyrics in order to make people aware of the meaning of this song. According to Buckingham (1998), parody works “as a critical mode in its own right, which provides access to the parts that more closed forms of analysis cannot reach” (p. 70). El

Groupie claimed that songwriters and singers do not have to write songs with sexist messages against women in order to be successful or to make profit of it.



Figure 8. Counter-hegemonic text created by El Groupie

For me the conclusion is that the music don't [sic] need [sic] have these [sic] sexist part for [sic] be a good song, many other songs aren't rude and are so famous and so business... so commercial, not necessary I need a women [sic] or rude women for a retribución económica (El Groupie, class 18, Action phase, 04/03/2018).

Besides, the last activity of the counter-text, so I think it was interesting because I did it making fun of it, well mocking but at the same time raising some awareness about this type of songs using a literal phrase and laughing at it (El Groupie, group interview, 06/14/2018, my own translation).

Transcending the classroom walls.

In addition to these realizations, students reported in the group interview that based on the awareness they gained, some personal decisions about issues they considered relevant for themselves and people around them were made.

For instance, Milena, who was a teacher and a mother of an 18-year-old boy, described the course as a “strength” due to the fact that these classes focused on gender and she could learn to be more aware of diversity and gain on tolerance towards people’s sexual orientations. Tracing Milena’s particular process, it was interesting to compare the evolution of the process Milena had from the beginning to the end. In the diagnostic workshop, Milena portrayed some stereotyped ideas assigning women and men clichéd colors and qualities, but in an activity where they were asked to select among some pictures of women and men the most successful person and who could lead our country, she selected two women in both cases.

During these classes, Milena seemed to have a very strong conviction about women empowerment and independence. Even, when referring to herself, she claimed that she was single because she did not want to be a submissive woman. This was also reflected in the advertisement she selected to analyze as it had to do with women empowerment ideologies (Arroz Diana del Tolima). When giving her opinion about the movie *Maria llena eres de gracia* she said that Maria, the main character, was shown as an intelligent woman. However, she suggested that she should be portrayed as a woman that progresses, studies and is successful in family construction.

I am [sic] agree with you... the feeling have many points of view: positive and negative and we are Colombians people, we are tired that show, because we womens [sic] are very powerful, intelligent in Colombia not only the drugs dealer (Milena, class 20, Action phase, 04/05/2018).

Milena’s ideas sometimes seemed to be biased, especially, when talking about masculinity. It was observed that Milena and some other students as well, tended to be harsher towards men’s representations than towards women’s, that is to say, they made very strong judgments about men’s sexual orientation because of the way they were

represented associating “gayness” to feminized or effeminate forms of masculinity (Carlson, 2011, p. 117). Here is Milena’s idea of gayness during the diagnostic workshop when guessing what these three boys’ favorite activity was.

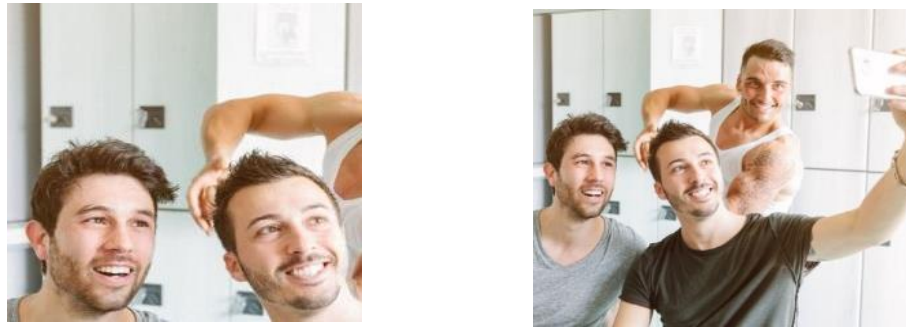


Figure 9. Selfie

El Ken: barber

Penélope: una selfie

Milena: ayyy gays!

Teacher: taking selfies

Milena: ¿cómo es? florecita rockera

Teacher: yes? why Milena?

Milena: no, is.... Funny! no metiras jajajaja es charlando (Class 17, Reflection phase, 03/22/2018).

Despite her biased ideas and sexist jokes towards masculinity, it was interesting to know the reflection she made in the group interview where she expressed she was concerned about her son’s sexual orientation

One has lots of stereotypes, but now our society and the movies are showing us that there is a huge sexual diversity, right? He is 18 years old, he is a grown-up, I do not have the power to decide on his sexual decisions and at some point I have had my doubts and it hurts, but then after this reflection I understand that it is his private life, it is his intimacy, and the decision he makes, even if it hurts, it is his own life, right? So from this class and the analysis that makes part of the different things I am trying to strengthen, one needs this support. So for me, it was really important because it helped me to decrease the fear I had and that I have now because that is not easy to face [...] Despite of the fact that I am a grown-up, I have to start

considering this. So for me the class was “a strength” at the personal level (Milena, group interview, 06/14/2018, my own translation).

On the other side, Mulán thought that the process was very enriching due to the fact that she learned some lessons for her current life and for the future.

Well, concluding, it was very enriching because... It teaches me for my life, if I am becoming a mother, even if I am an aunt, for instance, my sister’s attitude with her son, my parents’ attitude towards us, well after this, I analyze how every person thinks and why a person behaves in certain ways. One realizes that it is different home education and school education, so it teaches me for my life when I have a kid, the education goes beyond (Mulán, group interview, 06/14/2018, my own translation).

Mulán also shared in the focus group that she had taught her family some of the things she learned during the classes. Although Mulán acknowledged that she had had gender stereotypes, she felt more aware of the impact stereotypes can have on the way people act. She also mentioned that she was more aware of the way parents’ education or society’s ideologies deal with these perceptions people carry about gender, and this made her more conscious of her own way of acting, evidencing that she was also eager to teach others to open their minds about gender stereotypes.

For instance, last weekend, we celebrated my nephew’s birthday. He is a boy, so my sister was in trouble because she bought some cupcakes in Pricemart and there were only pink and brown ones and the decoration probably did not fit, “baby, but that is pink” and I said: “so what?” Those are stupidities, but one realizes that she is that way not because she wants, because our parents and society instill that a color implies you are gay, if you play with dolls... why can’t we give a boy a doll, no, she wants my baby to be gay, and it is not that way. So as La Flaca said, I have always been in that position, so I am more aware when I am acting and how I am going to act and how I can change others way of thinking too (Mulán, group interview, 06/14/2018, my own translation).

Likewise, Pocahontas, who is a mother of a little kid, said this project helped her to face those stereotypes and reflect about her role as a mother and how her ideas could shape her child’s attitudes and behaviors. Therefore, she started to comprehend that toys, roles, or

activities do not pertain to women or men and that it should not be a reason to question people's sexual orientations. She learned that her role as a mother should have to do with respecting her kid's likes instead of hindering them.

I am a mother, I have a kid and it is true, one says: "boys don't cry." Well, I used to tell him that, when I saw him crying a lot, "Nico, the boys don't cry, don't cry for that" [...]. Once his dad gave him a pony and I was very angry because it was a pony with a dress, it was a female pony, so I said: "why do you have to give him female dolls?" I was very angry. After I participated in this process here, and I self-assessed myself, I reflected: "he is a kid, it is just a toy and he likes it because it dances and he loves dancing [...]. From that, I stopped being that way and he plays with different dolls and I do not see now any...yes, the stigma, because we are sometimes biased and things are not really that way (Pocahontas, group interview, 06/14/2018, my own translation).

Pocahontas also gave an example of empowerment, when she came to the understanding that she was probably being a victim of harassment exerted by her ex-partner. She shared that when she realized that, she decided not to be silent and sued him.

Personally, something very particular happened to me. I do not remember if it was the Women's Day, we discussed about the violence against women. I have had some difficulties with my son's father because we divorced. He has harassed me, not physically, but psychologically. All the classes helped me to understand that I have been a victim of violence and that I did not have to bear that and I made a decision: I sued him (Pocahontas, group interview, 06/14/2018, my own translation).

Furthermore, Hipatia de Alejandría, who considered herself an open and independent woman, expressed that this project led her to learn and comprehend but also to voice herself when she noticed that gender imbalance or any type of discrimination against women and men happened. She claimed that before, she used to be quiet deciding not to fight against other's gender-biased comments in order to avoid this kind of arguments. After participating in this study, although she was not very radical with her comments, she

changed her mind and wanted herself to be heard and express her opinions with her family in a respectful manner.

[...] I realize now where these type of differences are or that type of discrimination about someone and being aware of that, helps me to avoid it, not to quarrel, but not to be silent and to balance the scales. I have always considered myself a very independent woman, but now even more than before. For instance, talking about my grandmother, she used to say that if I left home, I would have to do it with a man and I did not say anything because of respect and I understood her mentality. But now, I talk, I haven't left home because I live happy there and because I am free and happy at home, but the day I decide to leave my home, it does not have to be with a man [...]. Now, I talk respectfully and make my parents understand ... sorry! I am free, I work, I study and that is why I am studying (Hipatia de Alejandría, group interview, 06/14/2018, my own translation).

Finally, El Groupie made an analogy with the classes and Plato's cave (which talks about the way humankind perceive the reality from a dark cave based on the shadows they see projected and when they come out to explore the world, they realize that anything was the way they thought while they were trapped in that place). El Groupie stated that these classes helped them uncover ideologies so they became more critical when analyzing media.

To conclude, as you said teacher, making the analogy because I just finished philosophy class, it could be said that we came out of Plato's cave through the way we expressed ourselves, like the ideals we had.... I mean, in terms of ideals, we were not as charged as we used to be and we didn't ignore some things anymore. For instance, in the last activity of the counter-text we were very critical, too critical [...] (El Groupie, group interview, 06/14/2018, my own translation).

In conclusion, this project helped some students to deconstruct their ideas, to reflect, to realize some issues of gender they had not considered before and to make some changes at their personal level.

CML to Foster Language Development

This project not only contributed to students' awareness and analysis process of media and gender, this category refers to the impact this project had on students' language learning process. The information reported here came from the researcher's analysis of the audio transcriptions, students' work and the students' perceptions about their gains reported in the group interview.

Students' gains in terms of their organizational knowledge⁷ were noticed due to the fact that students started to internalize and make use of some terms that were unknown to them in the beginning. This extract showed that when they were asked to elicit different social problems that women face, students could answer with complex terms learned from the first classes.

Teacher: You mentioned discrimination, what else?

Pipe: violence

Mulán: inequality

Pipe: sexual harassment

Larry: violence in your workplace

Mulán: imbalance (Class 9, Awareness phase, 02/22/2018).

Making a comparison with their own perceptions, they expressed that the lessons about gender and media enriched their vocabulary, in their own words they expressed: “[...] we are not very fluent now but I think that we started to eliminate the fear, to face this type of situations in addition to all the vocabulary we acquired about the topic” (Pocahontas, group interview, 06/14/2018, my own translation).

⁷ Arias, Estrada, Areiza, Restrepo (2009) refer to the lexicon and syntax as the organizational knowledge.

El Groupie and Hipatia de Alejandría claimed, and it was also observed in the data, that although grammar was not taught explicitly, they perceived an improvement in the target language through the spontaneous practice they had in class

I would like to highlight what Pocahontas said, but besides because in the previous course we put into practice the language, it means it did not stay as Pocahontas said in the daily routine, the simple present tense and so on... but we critiqued through the language [...] (El Groupie, group interview, 06/14/2018, my own translation).

(...) Because in topics like the grammar rules, in my case past, future, vocabulary, those are things you know and we get them in the path, but thinking in English helps to be more comfortable and fluent (Hipatia de Alejandría, group interview, 06/14/2018, my own translation).

Equally important, in the group interview, the most recurrent words students used to make reference to their language enhancement were spontaneity, practice, expressing, and interaction. Pocahontas and El Groupie, for instance, expressed that despite the difficulties they had, these classes contributed to their language learning process. This was due to the feeling of empowerment they had since they claimed to have owned the target language and this led to gain spontaneity, Pocahontas for instance said that “[...]although it was not easy, I think this (the project) helped us to express obviously in the language we are studying” (Group interview, 06/14/2018, my own translation). “In the last course we were able to own the English language, not to be machines that repeat what they learned at home or what they prepared at home, but we were more spontaneous” (El Groupie, group interview, 06/14/2018, my own translation).

A contrast was drawn between what students expressed in the group interview and what was observed in class performances. The following chunks are samples of students’ speech during spontaneous interaction at the beginning of the course (Class 7). Some of their answers to teacher’s questions were limited, and they were expressed in simple

sentences. In contrast to the sample taken from classes 17 and 18 where La Flaka and Milena were able to elaborate more their ideas with complete and longer sentences.

Teacher: What called your attention of this advertisement? Read, look at the video

Pipe: dress, why red, why is red of [sic] dress?

Teacher: why are they wearing a dress? Red dresses?

La Flaka: because red is the love color

Milena: many women for one man (Class 7, Awareness phase, 02/15/2018)

La Flaka: I think that happens because the media have influenced the mind of the people, for example, I see even the mens [sic] on the media, for example, the majority [sic] presidents in the countries are mens... men... ehhhh and scientists are men, the majority. I see on TV or ads, advertisement [sic] more men than women. (Class 17, Reflection phase, 03/22/2018).

Milena: this lotion for men, Tom Ford for men, the first fragrance from Tom Ford. I don't understand why a woman appears, is too sexist, very sexist. She has [sic] perfect body she has nails red [sic] and talk respect [sic] ... She is almost naked (Class 18, Action phase, 04/03/2018).

Likewise, Torres, who was a student with limitations in the language at the beginning of the process and who struggled to express a whole idea in English, also evidenced language progress. Initially, she needed much help from the teacher and classmates to make herself understood, but then she could express a whole idea in the target language without any help. It is important to remark that she was able to uncover gender hidden messages from ads, but she used to do it in Spanish.

In class 20, when the final debate was carried out, Torres expressed a very complete idea and analysis of the language used by the young boy from the movie *Maria llena eres de gracia* interpreting that when his girlfriend told him that she was pregnant, he answered: "What are **you** going to do?" referring to her situation and not including himself in the situation, what could be understood by Torres as a representation of a man who tries to run away from his girlfriend's pregnancy, portraying a man who is distant from parenthood.

Teacher: you said the message
Torres: the women have organized
Teacher: have to be organized
Torres: have to be organized but ¿como se dice también?
Teacher: also
Torres: also eee how do you say hacer?
Teacher: do
Torres: do cosas del hogar ... (Class 8, Awareness phase, 02/20/2018)

Hello, two points. First point, in my opinion in the movie it is seen the woman is generally responsible for taking care of the children and the man has a more distant position. When she says: I'm pregnant, he said: what are you going to do? **YOU** Maria, **YOU** Maria" (Torres, class 20, Action phase, 04/05/2018).

Additionally, the following excerpts show the evolution Hipatia de Alejandría had with the use of the language in early classes (5 and 7) and one of the last classes when giving a presentation about the alternative texts she created. Class eighteen extract showed her spontaneous comment about the topic she presented, and evidenced that her discourse was developed with more complexity

Hipatia de Alejandría: I don't change the video or the song because I think that the director, director
Teacher: Director or director [pronunciation]
Hipatia de Alejandría: want to represented
Teacher: represent
Hipatia de Alejandría: represent a situation of the life, so I think the director is not wrong, he just want [sic] to represent [...] represent anything that happens not yet [sic] the life (Class 5, Awareness phase, 02/06/2018).

Teacher: what kind of message is it transmitting?
Hipatia de Alejandría: that the women that to [sic] buy and to [sic] cook with Roa rice are women good / good women (Class 7, Awareness phase, 02/15/2018)

I like the Pilsen advertisement because I think is not about sexism is more about friends, about parceros, about the city, about the Paisa culture and also the Poker advertisement is about friends only about friends, friends' day (Hipatia de Alejandría, class 18, Action phase, 04/03/2018).

Hipatia de Alejandría's self-assessment about her linguistic gains evidenced that the process in the project helped her to gain spontaneity; she expressed that "thinking in

English” made her a different person: “Profe, I agree with what Mulán said that we learned to think in English, it changed my life, teacher, I was somebody else before thinking in English and another one after thinking in English” (Hipatia de Alejandría, Group interview, 06/14/2018, my own translation).

Similarly, El Groupie, who since the beginning seemed to be skillful with the language, strengthened his speech and elaborated more complex sentences. In this same extract from class 7, El Groupie showed he was able to build short but not very complex sentences: “what kind of message is it transmitting? buy my rice if you want a perfect woman” (El Groupie, Class 7, Awareness phase, 02/15/2018).

However, in the last debate, El Groupie was able to express a very long opinion fluently using more complex structures and vocabulary. This opinion clearly showed that his speech was coherent, more elaborated and spontaneously expressed. It is important to remark that students could have their notes during the debate but they were not allowed to read.

Okay, I think that your intention can be a good intention but I have other question: is good that your first movie have to [sic] Colombia of this form [sic] to that have narcotrafic [sic] , a lot of gender representations and I want to remark 2 things. First, in the work of Maria, have 18, have working [sic] 84 people, a lot of that people is women... are women and in the movie, I listened [sic] a lot of sentences like for example a man living in the girlfriend’s house, that is a chauvinist sentence and that sentence for example, foster a tendency that make [sic] a lot of men make bad facts [sic] for example that 95 homicides are made for men and curiously the 91% of that homicides are maked [sic] for men too. (El Groupie, class 20, Action phase, 04/05/2018).

Correspondingly, El Groupie expressed in the group interview that the classes propitiated a space to practice the language as well as to be active thinkers rather than passive learners and the results were shown in the last debate:

We critiqued through the language, we were more spontaneous, it means the class was much more active. We noticed little by little that we could speak English, in fact, in the last debate, I would say that we did it pretty well (El Groupie, group interview, 06/14/2018, my own translation).

In the last group interview, they expressed that despite the time constraints were something relevant to bear in mind for future projects, their conversations in class were sometimes endless because they were “excited” and they went beyond than just accomplishing a task.

The time is very limiting, but from another point of view, I mean, we were excited because we understood, we did not do it just to accomplish a task, but we really made a reflection and a critical analysis and that resulted in our eagerness to continue (the conversations). (Hipatia de Alejandría, group interview, 06/14/2018-my own translation)

This extended discussions held in class in conjunction with the contextualized material seems to be the reason why there was a general perception of gained spontaneity and interaction in the target language.

In sum, although students advanced at a different pace, in general, improvement in terms of their oral production and organizational knowledge was perceived. The fact that they were not asked to present memorized speech, or review grammar only, allowed them to elaborate more their ideas, to think further and to express whatever they thought in the target language spontaneously.

Making the analogy, because I just finished philosophy class, it could be said that we came out of Plato's cave due to the way we expressed ourselves (in relation to gender). (El Groupie, group interview, 06/14/2018, my own translation).

Discussion and Conclusions

This study aimed to explore the impact that a unit in CML may have on adult language learners when analyzing gender representations in the local media in an EFL class. The results suggest that the impact this unit had was manifold 1) adult learners gained awareness about their own gender representations. Nonetheless, students went back and forth in this process because they struggled to deconstruct their discourses and continued perpetuating some hackneyed gender representations they had already acknowledged as stereotypes. 2) Additionally, this unit helped the students to be more critical when consuming media; they learned, to a certain extent and at a different pace, to discover hidden messages, and they were able to unveil the media producers' purposes and target audience, when analyzing local media. This implementation also led students to realize the multiple impacts media can have on people and society at large, and this led them to come up with ways to subvert biased gender depictions. 3) Moreover, the aforementioned unit revealed that students' reflections and actions did not stay in the EFL class; these analyses and reflections went beyond, transcending the classroom level. Namely, the unit provided them with some tools to judge and make informed decisions about their lives, in different scenarios. 4) Last, this CML unit impacted on students' language learning process; they started to use more complex language patterns and vocabulary and they could express their ideas more spontaneously by the end of this process.

In the first place, the CML unit implemented in this language classroom provided students with a space to reflect on their self-biased perceptions of gender. Although it was

possible that students identified some of their gender stereotypes, they eventually continued making sexist jokes, perpetuating such hackneyed ideas. This might mean that adult learners take longer periods of time to internalize, deconstruct and transform their ingrained biased representations, since they have constructed them along their lives. Another explanation why this was not an easy process, is because they had not been encouraged to self-assess and do critical analyses of their own perceptions and ideologies of gender. This critical point means that going through the cycle (awareness, analysis reflection, and action) does not happen instantly, as Puchner et al. (2015) claim, “education of this sort needs to be considered a long-term project rather than a one-shot event” (p. 32).

The previous finding is significant in the sense that schools, universities, language centers like the one where this study was carried out, need to start exploring different ways to infuse critical approaches in the language classes so that more spaces for discussion and reflection about students’ gender representations can be possible. As for teachers, they need to play an important role helping students to unveil, reflect and if possible diminish those sexist discourses “teachers need to help people to become more critically and self-reflectively aware that what appears natural and normal actually hides power relations and interests” (Carlson, 2011, p. 121).

In the second place, this CML unit developed with EFL adult learners helped them to become more critical readers of media messages. Students went from a descriptive process to a more critical one. Aristizábal (2016), Guapacha (2015) and Guerra (2015), who conducted similar studies with teenagers, agreed that students go through this same process. This means that CML instruction provides teachers with a way to scaffold the students learning development (Gainer et al. 2009) and media literacy. This finding is significant

because this shows that the model of the *Empowerment Spiral* and the questions proposed to analyze gender representations shed light on the way to scaffold these processes in both media and language education. As Thoman and Jolls (2003) suggest, this model “outlines how to break complex topics or concepts into four short term learning steps that stimulate different aspects of the brain and enhance our ability to evolve new knowledge from past experience” (p. 31).

Furthermore, CML approaches need to lead students beyond critique (Gainer, 2010). CML studies that have used the strategy of production of counterhegemonic and alternative text, show that students can become literate citizens that disrupt, question, unveil, and transform media (Camargo, 2016; Choudhury & Share, 2012; Gainer et. al, 2009; Gainer, 2010; Grigoryan & King, 2008; Morrel & Duncan-Andrade, 2005).

Therefore, creating and producing counterhegemonic and alternative images of local media (ads, movies, songs, among others) in this particular study ended up in the development of questioning skills which empowered them to disrupt gender hackneyed portrayals. As Gainer (2010) states, it is necessary to give students the chances to “coconstruct their own identities through alternative representations – counternarratives that talk back to oppressive myths of dominant discourse” (p. 372). This is significant because it shows the importance of accomplishing the whole cycle of the spiral (the action phase) where the students have the chance to “construct and produce” their own media artifacts as this experience gives learners not only tools to learn to use electronic devices or applications, but also to analyze their own creations as they produce them (Jolls & Wilson, 2014).

In the third place, adults are able to analyze, reflect and make actions inside and outside the English class when realizing the impact media gender representations have on

themselves or the people around them. This finding adds key arguments to the discussion of researchers that have focused on children and teenagers (Alvermann & Hagood, 2000; Arias, 2016; Camargo, 2016; Garofalo, 2013; Guerra, 2015). Contrary to what Dvorghets and Shaturnaya (2015) explicitly state, “university students tend to be more influenced in subtle but far-reaching ways by the media they encounter than adults” (p. 193), this study shows that adults are permeated by media as well and that they also need to be provided with tools so that they are able to critically analyze what media show them. This finding is meaningful because it tells researchers that have not concerned much on carrying out CML studies with adult language learners that there is a need of addressing gender and media issues with this population as well.

Equally important, it is likely that adults gain awareness not only for their personal growth as human beings, but also to spread their understanding and ideas to impact other people around them. As Morrel, Dueñas, Garcia and López (2013) argue, learners (I must emphasize adult learners) become producers and “distributors of valuable knowledge as part of the pedagogical act” (p. 17). Besides, Deal, Flores-Koulish and Sears (2010) suggest in their study, conducted with teachers who implemented this type of approach, that “analytical skills gained during this type of instruction might be transferred to out of the school media interactions” (p. 126).

In the fourth place, this study shows that Critical media literacy approaches in the English classroom, foster language development, similar to what other researchers, who have implemented CML for ELT, have found (Alzate, 2015; Arias, 2015; Aristizábal, 2016; Camargo, 2016; Guapacha, 2015; Huang, 2015). Students took to the class what they live outside the classroom, they delved deeper, they read, they reflected about their lives,

they questioned what they saw every day on the media they consumed, they gave vent to their emotions and experiences they had gone through and that was why their conversations and discussions were sometimes endless. As Choudhury and Share (2012) pointed out, the discussions they held were ‘educational opportunities’ for students to use the target language in significant contexts. Likewise, Todorova (2015), Devorghets and Shaturnaya (2015) perceived that students improved their oral production and communication skills when carrying out panels, discussions and debates in the classroom.

This finding is significant for the ELT field because it evidences that English teachers can foster language learning through discussions and reflections that are relevant for students “Our students tell us, in their dress, in their actions and in their words that they want to be taught. But, if we listen carefully, they will also tell us what we can use to teach them” (Morrel and Duncan-Andrade, 2005, p. 8). Students need to be provided with spaces where language is used for meaningful purposes so that their involvement in these discussions results in active students, eager to delve deeper, to analyze the depths of the iceberg and to go beyond language structures and vocabulary learning.

Although some language teachers have struggled to foster English language development with CML models due to students’ lack of linguistic tools and reliance to their mother tongue (Alzate, 2015; Arias, 2016; Guapacha, 2015; Guerra, 2015; Lara-Páez, 2017). This implementation evidenced that, little by little, the use of English became more prominent in the development of the unit. This is significant because although the *Empowerment Spiral* model was not conceived for ELT, this study reveals that it is very likely that the spiral adapted to ELT contexts provide teachers with a way to scaffold language learning processes. Therefore, this study contributes to the ELT field as it

provides teachers with a CML framework (tools, activities, materials) to use in their language classes for exploring gender representations.

This study faced some limitations. First, this study did not focus on analyzing where students' stereotyped gender ideas came from. Second, although it was possible to reach the last phase of the spiral (action), students did not have the chance to evaluate their productions and creations aided by the construction CML's 5 key questions (producer) proposed in the second edition of *Literacy for the 21st Century* (Jolls, 2007). This self-assessment of their own productions could have helped them to increase their critical analysis of media. Third, this study was not set out to analyze the impact this unit had on students outside the classroom. Although some instances of students' actions were reported in the last data collection activity, it was not possible to realize how far those actions went. Some other strategies to realize what happened outside the class could have been implemented in order to collect valuable information to report on the impact a unit in CML could have on adult learners' lives.

Constraints and Recommendations

Apart from the limitations this study faced, there were some constraints and challenges that the researcher and students faced along the process. The first, which the teacher-researcher and students clearly pinpointed in the last group interview, was related to time constraints. Students felt that they sometimes took a lot of time in class discussions; therefore, they suggested controlling the time for this type of activities so that time could be used more efficiently in other tasks. Second, I was a novice teacher-researcher exploring the use of CML and talking about gender issues, this lack of expertise in responding to

students' sexist remarks during the development of the project made me miss opportunities to dig deeper into issues students commented and I also found myself leading students' opinions and reflections with my own comments. These issues made me think of the importance of being prepared to guide students more efficiently in a scaffolding process and ask the correct questions to trigger reflection so that more critical awareness takes place. Finally, I was also concerned with my lack of balance bringing issues related to men's stereotypical representations in media; for any reason, students and I ended up discussing and analyzing mostly women's portrayals.

Implications for Teaching and Research

All things considered, this study has implications for ELT and research. First of all, language programs should move beyond teaching the language and take advantage of the English classes to foster students' awareness, reflections and analysis of crucial dimensions such as gender and its representations in the media; the target language should then be used as a means to their analysis. In addition, teachers need to get ready and anticipate strategies to help adult learners in their self-deconstruction of gender representations and ideologies. Secondly, when involving students in critical media literacy, lessons must be planned in such a way that scaffolding processes occur. Besides, it is necessary that teachers include the whole cycle of the spiral in their projects so students reach the last phase (action) where they will have the opportunity to produce and assess the media artifacts they create. Thirdly, researchers and teachers in the area need to carry out more studies with adult language learners because adults also need to be provided with tools to unveil those gender ideologies media portray.

This study implies that language teachers and programs start making critical media approach part of their agendas because we live invaded by mainstream messages that are full of gender stereotypes and ideologies that students may consume without questioning. CML is a way to foster students' critical analysis of media and realize those gender issues that have been perceived as normal and that have impacted their lives at different levels. Moreover, using CML approaches to the analysis of gender representations in the media will not only give students the opportunity to enhance language development, but will also enrich the conversation to understand the importance of discussing, reflecting, and acting towards stereotypes and misrepresentations and how these lead to inequity, and violence.

As for further research, more studies with adults, teens and children with different background knowledge, diverse English levels and only-male or female groups could serve to contrast the results with the ones of this study. It is recommended for future studies to conduct them in longer periods of time so that the phase *action* can be fully accomplished and students have the chance to produce and self-assess their media productions. It is necessary to conduct research where different data collection techniques are used to follow up students' actions outside the class, for instance, asking students to keep journals where they jot down what they are going through or interviewing them in the middle and at the end of the process could allow the researcher to realize what is happening in their lives and accompany them in those processes. Finally, further research could focus on analyzing the representations of the LGTBI community in local media in order to expand the results of this study.

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APPENDIX A: TEACHERS SURVEY

**Centro de Idiomas
Course 5
Encuesta a profesores Centro de Idiomas
Teacher: Natalia Marín García**

La siguiente encuesta tiene como propósito explorar cómo los profesores del centro de idiomas hacen uso de los medios de comunicación y herramientas tecnológicas en la clase de inglés. Esta encuesta hace parte del proyecto de investigación de la profesora Natalia Marín García, quien actualmente se encuentra realizando un proyecto de investigación bajo sus estudios de maestría relacionado con el enfoque de literacidades críticas mediales y representaciones de género en los medios locales. En esta encuesta encontrará 10 preguntas relacionadas con el uso de los medios de comunicación y herramientas tecnológicas en su clase de inglés. Responder esta encuesta no le tomará más de 10 minutos.

Le agradezco mucho por su colaboración.

1. **Sexo**

Hombre

Mujer

2. **Edad**

18 a 25

26 a 31

32 a 36

37 a 41

42 o más

3. **Curso(s) que enseña actualmente en el CIIC. *Puede marcar varias opciones***

a. Curso 1

b. Curso 2

c. Curso 3

d. Curso 4

e. Curso 5

f. Curso 6

g. Curso 7

h. Curso 8

i. Curso 9

j. Curso 10

k. Curso 11

1. Curso 12
4. **¿Qué medios de comunicación usa usted en sus clases de inglés en el CIIC?**
Puede marcar varias opciones
- a. ___ Audio visuales (involucran audio y video)
 - b. ___ Radiofónicos (solo bajo formato sonoro)
 - c. ___ Impresos (revistas, periódicos, panfletos, etc.)
 - d. ___ Digitales (computadores, tablets, celulares)
 - e. ___ Otro ¿Cuál?
5. **¿Qué herramientas digitales utiliza usted en sus clases? Puede marcar varias opciones**
- a. ___ Videos
 - b. ___ Celulares
 - c. ___ Páginas web
 - d. ___ Blogs
 - e. ___ Posters
 - f. ___ Revistas virtuales
 - g. ___ Chats
 - h. ___ Correos
 - i. ___ Otro
- ¿cuál? _____

6. **¿Con qué propósito usa usted estas herramientas?**

7. **¿Con qué frecuencia usa usted medios locales (Colombianos) en sus clases de inglés del CIIC? (Revistas, periódicos, comerciales de televisión, panfletos, vallas, novelas, videos, etc.)**

- ___ Nunca
- ___ Rara vez
- ___ A veces
- ___ Casi siempre
- ___ Siempre

8. **Si la respuesta en la pregunta anterior es diferente a Nunca, ¿Con qué objetivo usa los medios locales en su clase de inglés?**

Objetivos relacionados con el curso tales como:

Objetivos complementarios tales como:

9. **¿Con qué frecuencia usa usted medios internacionales (diferentes a los colombianos) en sus clases de inglés? (Revistas, periódicos, comerciales de televisión, panfletos, vallas, novelas, videos, etc.)**

- Nunca
 Rara vez
 A veces
 Casi siempre
 Siempre

10. **Si la respuesta en la pregunta anterior es diferente a Nunca, ¿Con qué objetivo usa los medios internacionales en su clase de inglés?**

Objetivos relacionados con el curso tales como:

Objetivos complementarios tales como:

Le agradezco mucho por su colaboración!

Natalia Marín García

Docente Centro de Idiomas

Estudiante de Maestría Enseñanza y Aprendizaje de Lenguas Extranjeras

APPENDIX B: GROUP INTERVIEW GUIDE

Centro de Idiomas

Course 5

Group interview guide

Teacher: Natalia Marín García

Date: June 14th, 2018

Lugar: Centro de Idiomas

Hora: 5:00 pm

Fecha: Jueves 14 de junio de 2018

Participantes: Estudiantes del curso 5 y docente Natalia Marín

Agradecimiento

El propósito

La dinámica

Topics

Opinión general del proyecto y como se sintieron

1. Experiencia previa

- Qué tan acostumbrado estaba a analizar medios y género antes?
- Había estudiado estos temas de género y medios en otras clases?
- Cuando los profesores en otros cursos usan medios: videos, canciones, comerciales, con qué fin crees que los usan?

2. Relevancia de las actividades

- Qué actividades específicas de la clase consideró relevantes y por qué?
- Diagnostic workshops, the presentations (analysis) of media pieces, the counter text creation, the last debate, the discussions in class, etc.

3. Contribución de este proyecto a tu vida personal

- Cómo estás clases tienen un impacto en la concientización sobre las representaciones de género en los medios locales?
- Qué tan relevantes son estás clases para su vida por fuera de las clases de inglés?
- Qué tan relevantes son estos temas para ti?
- Han hecho este tipo de análisis en su vida diaria? Cómo? Recuerdas algo reciente?
- Qué es algo que no olvidarás de ese curso? Menciona algo que realmente aprendiste o te marcó, si hay algo

4. Qué temas lingüísticos aprendiste o cómo crees que la lengua mejoró, si se percibe alguna mejora.

- Cuáles son tus percepciones sobre lo que ganaste en términos lingüísticos: pronunciación, fluidez, escucha, etc.

5. Aspectos a mejorar

- Qué desventajas viste en el desarrollo del proyecto? En trabajar estos temas en las clases de inglés
- Qué no funcionó en la clase? Qué esperabas que no se cumpliera?
- Qué faltó en nuestras discusiones? Qué cambiarías?

Sugerencias

APPENDIX C: CONSENT FORM

UNIVERSIDAD DE ANTIOQUIA

ESCUELA DE IDIOMAS

Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Título del estudio: Representaciones de género en los medios locales bajo la lupa: Un enfoque de Literacidades Críticas Mediales para su análisis en una clase de inglés

Investigadora Principal: Natalia Marín García

DESCRIPCIÓN DE LA INVESTIGACIÓN:

Esta investigación se enmarca en mi proyecto de tesis de maestría Enseñanza y Aprendizaje de Lenguas Extranjeras, la cual tiene como objetivo explorar cómo, a través del enfoque de literacias críticas de los medios, los estudiantes hacen análisis de las representaciones de género en medios locales en la clase de inglés.

Dicho estudio será realizado por la profesora a cargo del curso Natalia Marín García. El curso cinco del centro de idiomas fue elegido para la implementación de esta investigación debido a que se logró una correlación directa con los objetivos de la investigación.

Me complace invitarlo(a) a participar de este estudio ya que considero que la información que usted me puede brindar es muy relevante para el mismo.

IMPLICACIONES

Si usted decide participar en este estudio, se le solicitará realizar un taller diagnóstico, entregar algunos de los trabajos de clase, expresar sus opiniones sobre el tema de manera libre, participar en discusiones y debates sobre el tema, además cada clase será grabada en video ya que esta información es necesaria para el análisis de datos. Además será entrevistado en un grupo focal que se realizará al final del curso cuyo objetivo es recolectar información sobre sus percepciones sobre el curso y el tema a investigar. Este tendrá una duración aproximada de una hora. Su participación es totalmente voluntaria. Igualmente, si decide no participar o retirarse de este estudio más adelante, esto no tendrá ninguna consecuencia para usted o su institución.

CONFIDENCIALIDAD

Los datos que se recolectarán para este estudio incluyen aparte del grupo focal, cuestionarios, videos de clase y producciones de clase. Solo yo como investigadora

principal y mi asesora Claudia Gutiérrez, profesora de la Universidad de Antioquia, tendremos acceso a dicha información que será guardada confidencialmente. En ningún caso se revelará su nombre ya que se usarán seudónimos en el tratamiento y análisis de la información. Este estudio tiene una duración de máximo tres meses.

RIESGOS Y BENEFICIOS

Al participar en este proyecto, no incurrirá en ningún riesgo ni deberá desplazarse a ningún lugar o hacer ninguna actividad distinta a la mencionada anteriormente. Los resultados del estudio serán publicados en el trabajo de tesis que será posteriormente almacenado en la base de datos de la Universidad de Antioquia.

Así mismo, no se espera que su participación en el estudio le ofrezca ningún beneficio directo a nivel personal. El beneficio indirecto que podría obtener es la satisfacción de haber colaborado con la expansión del conocimiento acerca del tema. No recibirá ningún pago en dinero o en especie por su participación.

PREGUNTAS

Lo invitamos a que nos haga preguntas sobre el estudio al cual usted ha sido invitado, si así lo requiere, antes de aceptar su participación en el estudio y de dar consentimiento sobre el manejo de la información que nos brindaría.

En caso de tener preguntas, puede contactar a la investigadora principal: Natalia Marín García al celular 3127306044 o su correo electrónico natalia.maring@udea.edu.co o a la asesora de mi investigación, profesora Claudia Gutiérrez al teléfono 3015656940 o a su correo electrónico cpatricia.gutierrez@udea.edu.co

Si después de haber leído este documento y haber recibido respuestas a sus preguntas, usted está de acuerdo con participar en este estudio de manera voluntaria, lo invitamos a firmar este formato de consentimiento.

Nombre del participante: _____

Firma: _____

Documento de identidad: _____

Fecha: _____

Agradeciendo de antemano su colaboración,

Natalia Marín García
C.C. 1017159847

APPENDIX D: COVER LETTER

Medellín, 23 de enero de 2018

Señor

Coordinador académico

Centro de Idiomas X

Sede Medellín

Respetado señor,

yo, Natalia Marín García, docente del Centro de Idiomas X, quien actualmente curso la Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia, solicito su autorización para realizar un proyecto de investigación en el centro de idiomas. Esta investigación se enmarca en mi proyecto de tesis de maestría la cual tiene como objetivo explorar cómo a través del enfoque de literacidades críticas mediales los estudiantes son motivados a realizar análisis críticos de las representaciones de género mostradas en medios locales.

La recolección de la información para este proyecto tiene una duración de tres meses, equivalentes a la duración del curso cinco que me ha sido asignado para el semestre 2018-1.

Para la recolección de datos del estudio, seleccioné como participantes a estudiantes de este curso cinco porque la implementación que he planeado para mi trabajo de investigación se ajusta idealmente con los objetivos y contenidos del curso. Con los estudiantes del curso, se llevará a cabo un taller diagnóstico, un grupo focal al final del curso, y se recolectarán artefactos realizados por los estudiantes en clase relacionados con el tema. Finalmente, se grabarán todas las intervenciones en formato de video.

La información obtenida será tratada exclusivamente con fines académicos. Además, los nombres de los participantes y de la institución nunca serán revelados. Para las transcripciones de las grabaciones de las clases y del grupo focal utilizaré seudónimos.

El beneficio que obtendrá el centro de idiomas con su participación en este proyecto será contribuir a la comprensión y conocimiento sobre el tema de género en las clases de inglés. No existe ningún tipo de riesgo para las personas que decidan hacer parte del estudio, y no se perturbará el normal desarrollo de las clases.

En caso de requerir información adicional sobre este proyecto, puede ponerse en contacto conmigo o con la profesora Claudia Gutiérrez, quien es mi asesora, a través de los números telefónicos y/o correos electrónicos que se muestran a continuación:

Natalia Marín: 312 730 6044, natalia.maring@udea.edu.co

Claudia Gutiérrez: 3015656940 cpatricia.gutierrez@udea.edu.co

Si autoriza la inclusión del centro de idiomas X en este estudio, le solicito comedidamente firmar a continuación, indicando su comprensión de la propuesta hecha en la presente, y su permiso para la realización del estudio en la institución.

Agradeciendo de antemano su colaboración,

Natalia Marín García
C.C. 1017159847

APPENDIX E: THE UNIT

UNIT DESIGN

GENDER REPRESENTATIONS IN LOCAL MEDIA UNDER THE MAGNIFYING GLASS: A CML APPROACH TO THEIR ANALYSIS IN AN EFL CLASS

Research question	How may CML-oriented lessons impact adult language learners when analyzing gender representations in the local media in an EFL class?
General objective	<ul style="list-style-type: none"> ✓ Explore the impact a CML unit has on adult language learners when analyzing gender representations in the local media
Research Goals	<ul style="list-style-type: none"> ✓ Foster the students' self-identification of their gender representations ✓ Foster the development of a critical awareness towards gender representations on media ✓ Prepare students for the analysis of gender representations on media ✓ Fostering the analysis of gender representations on media ✓ Promote reflection upon gender issues ✓ Reflect on the impact media gender representations have on themselves ✓ Promote action-taking to counteract gender-biased representations ✓ Encourage students to design counterhegemonic/ alternative texts
Teacher's goals	<ul style="list-style-type: none"> ✓ Design a Unit based on the <i>Empowerment Spiral</i> ✓ Connect linguistic objectives with research objectives ✓ Design tasks that aligned to each phase (Awareness, Analysis, Reflection, Action) ✓ Design evaluation instruments ✓ Design data collection instruments to assess students' progress in terms of linguistic aspects and the deconstruction of media messages
General unit goals	<p>Topic 1: Gender roles</p> <p>Language Goals</p> <ul style="list-style-type: none"> • Identifying people's professions • Describing people's professions • Giving opinions about gender roles

	<p>Content goals</p> <ul style="list-style-type: none"> • Read and discuss about salary/ professions’ imbalance • Identify the professions represented on ads/TV commercials/ movies/ songs • Research about women’s and men’s roles in the past and compare them with the current situation • Read and discuss about gender roles in Colombia in comparison to other countries. • Analyzing and giving opinions of the gender roles in the movie <i>Maria llena eres de gracia</i> <p>Topic 2: The way people look like</p> <ul style="list-style-type: none"> • Describing and comparing people’s appearance, feelings and personality traits using simple present and adjectives • Describing and comparing people’s clothes in different media artifacts using present continuous and comparatives <p>Content goals:</p> <ul style="list-style-type: none"> • Read some history of clothing and how women and men used to wear it. Example high-heels, corset, skirt, suit, stockings, etc. • Analyze how women and men are represented on TV regarding clothing, physical appearance and feelings • Read and search about the meaning of colors and where those perceptions come from • Research about the concept of beauty in different parts of the world and in Colombia • Analyzing and giving opinions of the gender representations regarding physical appearance, clothes, personality, etc. in the movie <i>Maria llena eres de gracia</i> <p>Topic 3: Free time activities</p> <ul style="list-style-type: none"> • Identifying and describing what people like and don’t like doing • Understanding conversations about people’s likes and preferences <p>Content goals:</p> <ul style="list-style-type: none"> • Analyze how women and men are most represented regarding activities • Analyzing and giving opinions of the gender representations in the movie <i>Maria llena eres de gracia</i>
PRINCIPLES	<ul style="list-style-type: none"> • CML is concerned with issues of race, gender, sex, ethnicity, class • Students are able to read, analyze and deconstruct media messages

	<ul style="list-style-type: none"> • Students must interpret and create personal meaning from media • Students should participate in the selection of media artifacts • The teacher must lead students to their own realizations • The teacher must not bias students’ opinions and conclusions • Material used should be thought-provoking and generate discussion • Media artifacts to be analyzed should be mainly local • Media artifacts from different English speaking countries will be used to contrast cultures and enhance language development • “Simply looking for political agendas, stereotypes or misrepresentations, is NOT media literacy; there should also be an exploration of the systems making them appear ‘normal’.” (Thoman and Jolls, 2003). • Language learning and media analysis must be developed gradually • Questions must be thought-provoking in alignment with the <i>Empowerment Spiral</i>
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Class 1: Introduction

Date	January 23rd
Lesson goals	Linguistic goals <ul style="list-style-type: none"> ✓ Introducing yourself and share information about you, your hopes and concerns using the target language
Research goals	<ul style="list-style-type: none"> ✓ Familiarizing students with the research project
Materials	Consent form/ bibliographic cards/ Power point with the course information
Activities/Time (100 minutes per class)	<p>Activity 1</p> <ul style="list-style-type: none"> ✓ Introduction. The teacher will deliver some cards. Students will have to write one class expectation and concern on one side and answer the following question on the other side: Write down what people should expect in order to know you. In order to know me, people should expect.... <p>Activity 2</p> <ul style="list-style-type: none"> ✓ Getting familiar with course contents, agreements, objectives, rules, evaluation, dates, services, etc. <p>Activity 3</p> <ul style="list-style-type: none"> ✓ Research project explanation. The teacher will explain everything related to the research project that is going to be carried out. Present the general plan (time-line), talk about the research implications and answer students’ questions. ✓ Consent form delivery. Together students and teacher will read the consent form and students will sign it in if they accept to

	participate.
<i>Class 2 -3 Awareness stage</i>	
Date:	January 25th
Lesson goals	Language goals ✓ Identifying and describing people’s feelings, personality traits and qualities using adjectives ✓ Identifying and describing people’s clothes ✓ Identifying and describing people’s professions
Reasearch goals	✓ Foster the development of a critical awareness towards self-gender representations and gender representations on media
Materials	Diagnostic workshop on paper/ Power point presentation
Time /Activities	Activity 1
100 minutes	Diagnostic workshop. Students will answer some questions in a diagnostic workshop. Questions and tasks were created to unveil students’ representations, thoughts, and stereotypes about gender.
100 minutes	Activity 2 Teaching an alien how to behave in this planet. For this activity students will gather in groups of three people and come up with a list of ideas that will be written on craft paper. Suppose an alien comes from another planet. What would you teach if it is a man/woman? (Mention at least 10 things for each one related to profession and roles, free time activities and physical appearance). Activity 2.1 Students and teacher will share what they came up with. Form a circle and in groups, students will show their poster with their key points and further explain their ideas. Ask them to comment at least one thing they learnt.
<i>Class 4: Awareness stage</i>	
Date	January 30th
Lesson goals	Language goals ✓ Defining concepts ✓ Understanding definitions ✓ Brainstorming ideas
Reasearch goals	Familiarizing students with terms that will be studied along the project
Materials	Pieces of paper with definitions and terms to match/ craft paper/video about gender stereotypes / Video: Dear future husband by Meghan Trainor

Activities 5 minutes	Revision: Ask students about what we did the previous class and if there is something they want to comment or highlight.
40 minutes	Activity 1 The teacher will introduce the terms, sex, gender, stereotype, sexism, feminism, media, and gender representations by writing them on the board. Brainstorm ideas. Students are expected to give ideas about what these terms are about.
30 minutes	Activity 1.2 Once students give some ideas, students will be asked to form groups. The teacher will deliver a piece of paper with a definition of one of the terms that is written on the board. Students must match their definition to the term and then represent it with a drawing on craft paper. Once this is done, the teacher will clarify or explain what is necessary.
15 minutes	Gender stereotypes Watch this video to reinforce the explanation of some of these terms: https://www.youtube.com/watch?v=ujGqiZlarAY https://www.youtube.com/watch?v=FigeKLGsRk
Assignment:	Watch the video “Dear future husband” by Meghan Trainor and identify gender representations (stereotypes, sexist messages, feminist messages) on this video. https://www.youtube.com/watch?v=ShlW5plD_40
<i>Class 5: Awareness stage</i>	
Date	February 1st
Lesson goals	Language goals ✓ Describing people’s roles ✓ Identifying and describing people’s portrayals ✓ Expressing opinions about sex, gender, stereotypes, sexism ✓ Understanding media artifacts
Research goals	✓ Fostering the development of a critical awareness towards gender representations on media
Materials	Video Dear future husband by Meghan Trainor
Activities 5 minutes	Revision: Ask students about what we did the previous class and if there is something they want to comment or highlight.
20 minutes	Activity 1 Deliver some copies with vocabulary students might need to describe

<p>20 minutes</p> <p>40 minutes</p> <p>20 minutes</p>	<p>what they did for the homework. She is in charge of... He works as... She is a... S/he likes... He has to... Women have to... Men should...</p> <p>Activity 2 Check the assignment: Check what stereotypes, sexist messages, feminist messages, gender representations they identified on this video. Comment, check or clarify any other information that students found difficult to understand.</p> <ol style="list-style-type: none"> 1. How are men and women shown in this video? 2. What are their roles? <p>Activity 3 Deliver the lyrics of the song. Ask students to notice some sentences, words, expressions used and what they think they mean. Then, discuss the following questions based on the audio-visual material.</p> <p>Message:</p> <ol style="list-style-type: none"> 1. How is the human person characterized? What kind of behaviors is depicted? 2. What type of person is the reader / watcher / listener invited to identify with? 3. What questions come to mind as you watch / read / listen? 4. How did you feel? <p>Activity 4 Ask students to share their answers</p>
<i>Class 6: Awareness stage</i>	
Date	February 6th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Identifying and describing people's roles ✓ Understanding audio-visual texts ✓ Being able to understand an interview about gender roles ✓ Showing listening comprehension by answering to some questions
Research goals	<ul style="list-style-type: none"> ✓ Fostering the development of a critical awareness towards gender representations on media
Materials	Text about gender and culture/ Power Point with listening strategies/ listening worksheet (Gender roles in Sri Lanka)/ podcast gender roles
Activities 20 minutes	<p>Activity 1 Revision: Ask students about what we did the previous class and if there is something they want to comment or highlight. Solve the doubts they had the previous class:</p> <ul style="list-style-type: none"> ✚ Difference between transgender and transsexual ✚ Clarify what sexism is about

30 minutes	<p>Activity 2 Reading comprehension about Gender and culture. Page 34-35 (See the attachment). After reading and answering, practice with a classmate the conversation questions.</p>
40 minutes	<p>Activity 3 Listening exercise about gender roles in Sri Lanka. Students will be presented with some listening strategies and put them into practice. Check the vocabulary from the worksheet (See the worksheet) before listening; predicting what the listening is going to be about; note-taking; reading the questions before you listen to, etc. http://www.ello.org/english/0951/T956-Buddhi-Roles.htm</p>
Class 7: Awareness stage	
Date	February 13th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will be able to hold a discussion about their personal use media ✓ Students will identify and describe gender depictions on local advertisements
Reasearch goals	<ul style="list-style-type: none"> ✓ Foster the development of a critical awareness towards gender representations on media ✓ Prepare students for the analysis of gender representations on media ✓ Promote reflection upon gender issues and media use
Materials	Video on Youtube about media/ local ads
Activities 40 minutes	<p>Activity 1 Diagnostic: Watch the following video about media effects. Answer the following questions: https://www.youtube.com/watch?v=M89_wjcwzfY</p> <ol style="list-style-type: none"> 1. What is media? 2. Mention types of media you know 3. What media do you usually use? 4. How many hours per day do you spend on media? 5. Do you consume local or international media? Which? 6. How do you think media improve or affect your life? 7. What is the relationship you see between media and gender?
40 minutes	<p>Activity 2 The teacher will show on a Power Point five sexist Colombian advertisements (see the Appendix) where women and men are portrayed differently. Students will identify what their roles are. After</p>

Assignment:	<p>identifying their roles, the teacher will select one and based on it, will invite the students to reflect aided by the following questions:</p> <ul style="list-style-type: none"> • What kind of media text is it? • Where is it from? • What are the women's and men's roles? • Are there any stereotypes? Which? • What kind of message is it transmitting? • Why do you think women and men are depicted in that way? • How is inequality represented? How is equality represented? • Do you feel represented by the woman or man in the ads? Why? Why not? <p>Listen to an audio about gender roles in Estonia. Write 5 comprehension questions about it in a separate piece of paper using the listening strategies studied in this class http://www.ello.org/english/0951/T955-Kadi-Roles.htm</p>
<i>Class 8: Analysis stage</i>	
Date	February 15th
Lesson goals	<p>Language goals ✓ Students will be able to comprehend podcasts about gender roles</p> <p>Content goals ✓ Learning about gender roles in different countries of the world</p>
Research goals	✓ Promote reflection upon gender issues
Materials	Podcast: Gender roles in Estonia
Activities	Activity 1:
20 minutes	Check the 5 questions students wrote about the audio Gender roles in Estonia. http://www.ello.org/english/0951/T955-Kadi-Roles.htm
20 minutes	Activity 2: Students will exchange their questions with a classmate and they will have to answer them
40 minutes	Activity 3: Reflection paper about what you have learned so far in terms of contents, strategies and language. <ol style="list-style-type: none"> 1. What is difficult or easy in the class? 2. Which linguistic aspects have you learned? 3. What have you learned about gender so far? 4. Which strategies for your language learning have you put into practice? 5. What suggestions do you have for the teacher so far?
<i>Class 9: Analysis stage</i>	

Date	February 20th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will be able to identify and describe the gender representations depicted on a TV commercial ✓ Students will be able to express opinions about gender occupation/salary imbalances. <p>Content goals</p> <ul style="list-style-type: none"> ✓ Reading about pay gap in Europe and compare it with Colombia
Research goals	<ul style="list-style-type: none"> ✓ Promote reflection and analysis upon gender issues
Materials	Reading about gender salary imbalances/ Video about money
Activities	<p>Revision: Catch up what we did in the previous class.</p> <p>Activity 1: Expressing opinions handout. Give the students a copy with expressions to give opinions as a support to give their opinions in class.</p> <p>Activity 2: Video taken from Nedbank (What is money?) https://www.youtube.com/watch?v=grfSQ9Py9b0 <u>Students will have to watch the video with two purposes: Get the message and identify the gender roles depicted in the video</u></p> <p><u>The teacher will draw a chart with on the board with two columns: Women/Men. Students will stand up and write on the board the occupations shown on the video. Once they complete this task, they will draw conclusions.</u></p> <ul style="list-style-type: none"> • Which occupations are women/men represented with? • Which occupations represent higher salaries? • Is there a salary imbalance for women and men? Why? • What's the history behind that? • What impact does it have on us/ society? <p>Activity 3: Reading about salary imbalances in Europe. Discuss what you read based on what we previously discussed. Draw conclusions and compare the situation in Europe with the one in Colombia</p> <p>Assignment: Search for information about salary imbalances and professions of women/men in Colombia. Check the language you need to make comparisons.</p>
10 minutes	
15 minutes	
10 minutes	
40 minutes	
20 minutes	
<i>Class 10: Analysis stage</i>	
Date	February 22nd

Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will be able to interact by talking about the differences between men and women regarding salaries and professions in Colombia and in the world ✓ Read and comprehend the history of gender roles since the eighteen century. ✓ Students will be able to understand an audio about gender roles and complete a listening exercise ✓ Students will be able to report understanding from a text they read <p>Content goals</p> <ul style="list-style-type: none"> ✓ Reading and discussing about pay gap in Europe, in USA and in Colombia. ✓ Reading and discussing the history of gender roles
Reasearch goals	<ul style="list-style-type: none"> ✓ Fostering the development of a critical awareness towards gender representations on media ✓ Promoting reflection upon gender issues ✓ Reflecting on the impact media gender representations have on themselves
Materials	TV commercial (Gender gap in Europe)/ Text history of gender roles
<p>Activities 20 min.</p> <p>30 minutes</p> <p>40 minutes</p>	<p>Activity 1: Warm up: TV commercial: gender pay gap in Europe. What calls your attention? What do you understand? How is it related to the text you read about European pay gap? https://www.youtube.com/watch?v=0TEGrI5bDLA</p> <p>Activity 2: Check the homework:</p> <ul style="list-style-type: none"> • Check what students read about pay gap in Europe. • What’s the history behind women/men’s imbalance? <p>Watch a video: https://www.youtube.com/watch?v=13XU4fMIN3w</p> <ul style="list-style-type: none"> • Do you see any relation between the information you found and the way men/women are portrayed on media? Why • What are the consequences of this pay gap in women/men’s education, companies, relations…? <p>Activity 3: Reading about the history of gender roles from the eighteenth century and on. In groups, you will read different parts of the history of gender roles in the eighteenth and nineteenth century and in the feminist wave. One leader is in charge of taking notes from the discussion. Then a different classmate will present the main ideas of the part of the history. The whole class will have to come up with the order of the</p>

Assignment:	<p>history sequentially. What conclusions can you draw? Were gender roles similar to nowadays? How has it changed? What's your opinion about it?</p> <p>Listening exercise: Page of Identity book. Students will have to listen to a podcast about gender roles and will have to answer some comprehension questions.</p>
<i>Class 10: Analysis stage</i>	
Date	February 27th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will be able to describe and compare gender depictions
Reasearch goals	<ul style="list-style-type: none"> ✓ Prepare students for the analysis of gender representations on media ✓ Carry out a basic analysis of gender representations on three local TV commercials
Materials	TV commercials/ copy: comparisons/ vocabulary to describe (clothes, feelings, appearance).
Activities 20 minutes	<p>Activity 1 Check the copy of comparisons and use the vocabulary copy to describe.</p>
40 minutes	<p>Activity 2: Analyzing and comparing three Colombian TV commercials from different periods of time (1990s /2008/ 2017)</p> <p>FAB, 1990 https://www.youtube.com/watch?v=AXqX4qHYAMY</p> <p>Mr. Músculo, 2008 https://www.youtube.com/watch?v=EvLS0JROvE4</p> <p>Salvo, 2017 https://www.youtube.com/watch?v=VRETPolsb9A</p>
40 minutes	<p>Activity 3: Analysis- Modeling 1: Whole class discussion:</p> <ol style="list-style-type: none"> 1. Describe this ad, what do the people look like? What clothing is s/he wearing? 2. What s/he is doing? What elements are there? 3. What are the gender representations/stereotypes on this ad? 4. What is the message this ad conveys? 5. Who is the audience it is addressed to? 6. Who is benefited and who is disadvantaged in this ad? 7. Who is included and who's left out? 8. Who made this ad and what for?

Assignment:	Prepare your presentation of the media text you selected based on the questions provided
<i>Class 12: Analysis stage</i>	
Date	March 6th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will be able to describe and analyze a media artifact ✓ Students will use some structures to compare and describe a media text ✓ Students will show comprehension of media texts <p>Content goals</p> <ul style="list-style-type: none"> ✓ Reading about the international Women’s Day
Research goals	✓ Fostering the analysis of gender representations on media
Materials	TV/ internet/ Power Point/ Videos/ ads
Activities	
100 minutes	Students’ presentations: Students will present in pair or individually their analysis. Their analysis will be aided with the questions guide (See the chart).
Assignment:	<p>Watch the following video and answer these questions to hand in and also to get prepared for the discussion next class: https://www.youtube.com/watch?v=wdw8KNmr2pc</p> <ol style="list-style-type: none"> 1. What’s her main argument? 2. What lesson did her father teach her? 3. What does 25% refers to? 4. According to her, how can we liberate women? 5. What is north according to her speech? 6. Which part called your attention? 7. What do you agree with? What do you disagree with? <p>Read a text about the women’s day. Think about why this day is celebrated. Search information about the history behind this celebration.</p>
<i>Class 13: Analysis stage</i>	
Date	March 8th
Lesson goals	<p>Language goals</p> <ul style="list-style-type: none"> ✓ Students will describe and analyze a media text ✓ Students will show understanding of texts
Research goals	✓ Fostering the analysis of gender representations on media
Materials	TV/ internet/ pictures with advertisements
Activities	
20 minutes	Warm up: Discuss about the origins of women’s day. What’s your opinion about this commemoration? Do you agree? Disagree? Based on what you read.

20 minutes	Activity 1: Pick up students' workshop based on the video: https://www.youtube.com/watch?v=wdw8KNmr2pc Draw attention on how men are also disadvantaged because of society's beliefs. Talk about the difference of feminism and feminist post-structuralism. Draw attention on how men are also disadvantaged
60 minutes	
Class 14: Analysis stage	
Date	March 13th
Lesson goals	Language goals <ul style="list-style-type: none"> ✓ Students will describe and analyze a media piece ✓ Students will show understanding of texts
Research goals	<ul style="list-style-type: none"> ✓ Fostering the analysis of gender representations on media
Materials	TV/ internet/ pictures with advertisements
Activities	Finish the students presentations. Modeling 3 Activity 1: Display some ads on the walls. Write some questions below the ads. Ask the students to think about the answer of a couple of questions they select. Share their answers. Notice which questions are less addressed if at all. Once students analyze those texts, the teacher will encourage them to share their analysis. The presenters and classmates can ask questions and their classmates can complement their analysis.
20 minutes	
40 minutes	
40 minutes	
Class 15-16: Reflection stage	
Date	March 15 th - March 20 th
Lesson goals	Language goals: <ul style="list-style-type: none"> ✓ Students will show understanding of audio-visual texts ✓ Students will use the vocabulary of gender roles, clothes, activities, etc. to talk about the results of their diagnostic workshops. Content goals: <ul style="list-style-type: none"> ✓ Read and understand a text about the power of media (Stuart Hall).
Research goals	<ul style="list-style-type: none"> ✓ Foster the students' self-identification of their gender representations ✓ Foster the development of a critical awareness towards gender representations on media

	<ul style="list-style-type: none"> ✓ Reflect on the impact media gender representations have on themselves
Materials	TV/ internet/ video/ diagnostic workshops
Activities 30 minutes	<p>Activity 1: Introduce the reflection stage with a video: https://www.youtube.com/watch?v=FWP_N_FoW-I</p>
170 minutes	<p>Activity 2: After watching this video, the teacher will show these questions on the screen. How does it relate to me? How does it make me feel? What came to your mind when watching this video? What's the impact media have on society/ us?</p> <p>Activity 3: Deliver the diagnostic workshops they did at the beginning of the trimester and the alien's activity comments.</p> <p>First phase: Students will analyze in two groups what they have in common in their workshops and what was different. Example, most of us dressed women with red and pink dresses and skirts. The students will select a person who takes notes and a spokesperson. They will portray the results of their analysis on a piece of bond paper with colors, visible for everyone. (Use expressions like...Most of us.... Only one of us....) The spokesperson will be in charge of presenting their analysis.</p> <p>The teacher prepares important aspects to be highlighted based on a previous analysis she made of the workshops.</p> <p>Second phase: the teacher will show in a chart that she previously designed, the results of the aliens' activity highlighting the behaviors/activities/clothes/roles they expressed a woman/man should have if they come to earth.</p> <p>After this analysis, the teacher will ask What conclusions can you draw from this analysis? How does it make me feel? Did you like what you found about your beliefs/perceptions and ideologies? Why? Why not? Do you think media representations affect what we think/believe? Why? Why not?</p>
Assignment:	<p>Is there something from your workshop you want to reconsider? For the next weekend, record a video individually based on the following questions:</p> <ul style="list-style-type: none"> ✓ Which personal reflections did you make after analyzing your diagnostic workshop? ✓ Is there something from your workshop you want to reconsider? What? Why? Why not?

	<ul style="list-style-type: none"> ✓ If an alien comes to your planet, what would you teach if it is a woman or a man? ✓ How do local media represent men and women? ✓ Do you think media representations affect what we think/believe? Why? Why not? ✓ What could be the consequences of those media representations? ✓ How can you challenge what media represents? ✓ What do you think about the activities developed in class? Which of them would you like to remark? ✓ What would you say to the media producers that represent sexist or stereotyped gender messages on ads?
<i>Class 17: Action</i>	
Date	March 22 nd
Lesson goals	Language goals: <ul style="list-style-type: none"> ✓ Students will give arguments using expressions to agree, disagree, give opinions, etc.
Research goals	<ul style="list-style-type: none"> ✓ Reflect on the impact media gender representations have on themselves ✓ Promote action-taking to counteract gender-biased representations ✓ Encourage students to design counterhegemonic/ alternative texts
Materials	Counterhegemonic texts and alternative texts Power Point / TV/ Internet
Activities	Activity 1:
20 minutes	Summary We will start the class by summarizing what we talked about the previous class. The teacher will ask these questions: <ol style="list-style-type: none"> 1. So what? What can we do? 2. How can we react? How can we be active? 3. How can media producers represent women and men differently?
30 minutes	Activity 2: Video: Kids' assumptions toward gender roles are turned around at career day in school. https://www.youtube.com/watch?v=G3Aweo-74kY Watch the video and ask the students: What kind of action did you see there?
20 minutes	Show a reaction letter, a counter text, and an alternative text, and people's campaigns or complaints towards some ads. Explain these actions showing examples (campaign against reggaeton, reversing roles videos, etc.).

<p>30 minutes</p> <p>Assignment:</p>	<p>Activity 3 Talk about the organizations like Superintendencia de Industria y Comercio, Organizations in charge of promoting women’s/men’s rights, and international organizations dedicated to defend consumers’ rights (local defensoría del Televidente).</p> <p>Computers’ room: Gather with a peer and decide the media text you are going to use to create your counterhegemonic or alternative text.</p> <p>Think about these questions: How could media represent us? Which ads will we create that position ourselves differently? How would you change the ads we analyzed in class? How can we avoid naturalization of those gender depictions? How would you revert those ads?</p> <p>Create a counterhegemonic or alternative text in pairs.</p>
Class 18: Action	
Date	April 3 rd
Lesson goals	<p>Language goals:</p> <ul style="list-style-type: none"> ✓ Students will be able to present their counterhegemonic or alternative texts ✓ Students will express their ideas fluently ✓ Students will describe the original ad and then explain why they modified the ad in the way they did it
Research goals	<ul style="list-style-type: none"> ✓ Promote action-taking to counteract gender-biased representations ✓ Encourage students to design counterhegemonic/ alternative texts
Materials	Counterhegemonic and alternative texts created by students/ TV/ Power Point/ Internet
<p>Activities</p> <p>10 minutes</p> <p>90 minutes</p> <p>Assignment:</p>	<p>Small talk: How was your experience recording the video reflection and creating your counterhegemonic and alternative texts?</p> <p>Presentation of counterhegemonic texts: In pairs, students will present the ads they selected and their counterhegemonic/alternative texts. Grade their presentations with the help of a rubric</p> <p>Debate: The final debate will be carried out in class with a guest. The person will play the role of the producer of the movie <i>Maria llenas de gracia</i>. You will watch the movie beforehand and prepare arguments to express ideas about the gender representations being portrayed there.</p>

Class 19: Action	
Date	April 4th
Lesson goals	<p>Language goals:</p> <ul style="list-style-type: none"> ✓ Discussing with peers and unknown people the gender representations shown on a movie ✓ Expressing ideas using the language worked in class ✓ Using opinion expressions to give arguments ✓ Showing listening comprehension to add, react or comment on others' opinions <p>Content goals:</p> <ul style="list-style-type: none"> ✓ Analyzing Colombian movies
Reasearch goals	<ul style="list-style-type: none"> ✓ Promote action-taking to counteract gender-biased representations
Materials	Movie, Internet, TV
Activities	
100 minutes	<p>Activity 1: Preparation for debate. Assigning roles, brainstorming arguments, explaining the dynamic, rehearsal, etc.</p>
Class 20: Action	
Date	April 5th
Lesson goals	<p>Language goals:</p> <ul style="list-style-type: none"> ✓ Discussing with peers and unknown people the gender representations shown on a movie ✓ Expressing ideas using the language worked in class ✓ Using opinion expressions to give arguments ✓ Showing listening comprehension to add, react or comment on others' opinions <p>Content goals:</p> <ul style="list-style-type: none"> ✓ Participating in a debate with peers and an unknown person
Reasearch goals	<ul style="list-style-type: none"> ✓ Promote action-taking to counteract gender-biased representations
Materials	Movie, Internet, pieces of paper, chronometer
Activities	
70 minutes	<p>Activity 1: Debate: Students will hold a debate for 60 minutes maximum where they will give their opinions and arguments about the gender portrayals in the movie <i>Maria llena eres de gracia</i> (2004).</p>
20 minutes	<p>Activity 2: Give students the final grades and close the project.</p>

APPENDIX F: DIAGNOSTIC WORKSHOP 1

Centro de Idiomas

Gender representations in local media under the magnifying glass: A CML approach to their analysis in an EFL class

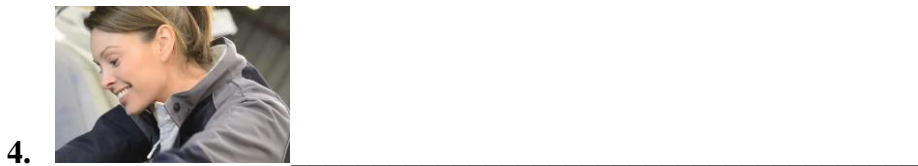
Teacher: Natalia Marín García
Course 5

Student's name: _____ Date: _____

Objective: This workshop aims at identifying students' perceptions and representations as a diagnosis before starting the course

Task: Answer the following questions with honesty and try to answer quickly based on your first thought

A. Guess what their favorite activities are:



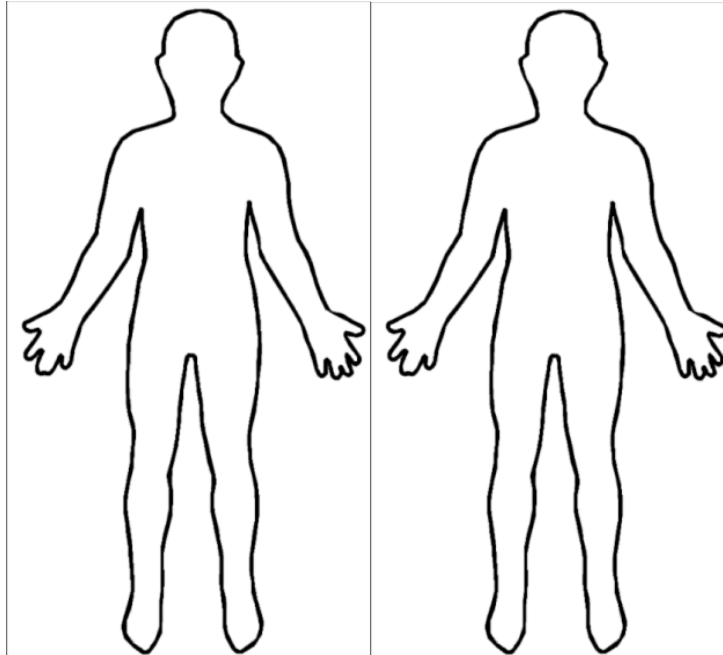


5.



6.

B. Dress the following woman and man.



C. Write qualities that most represent men and women. Write in the column both the ones you think are characteristics of women and men. Example: *Strength*.

Women	Both	Men

D. From the following people, who would you elect as the president of your country?



a.



b.



c.



d.

Why?

E. From these people, who do you think is more successful?



a.



b.



c.



d.

Why? _____

F. From the following professions, write the name of a recognized Colombian person that first comes to your mind

1. Singer: _____
2. Artist: _____
3. Musician: _____
4. Writer: _____
5. Sportsperson: _____
6. Entrepreneur: _____
7. Scientist: _____
8. Actor/actress: _____
9. Comedian: _____
10. Politician: _____

G. What do these people represent on these ads? Write on the line maximum 2 characteristics.

- Power
- Energy
- Weakness
- Fragility
- Friendship
- Strength
- Kindness
- Helpfulness

- Rudeness
- Sensuality
- Courage
- Beauty
- Elegance

- Softness
- Luxury
- Intelligence
- Vanity
- Independence



H. Look at the beginning of the following TV commercials. Write what the people's roles are:



<https://www.youtube.com/watch?v=cigw2UbJSGs>



2.

https://www.youtube.com/watch?v=kCaU8Q_79gc



3.

<https://www.youtube.com/watch?v=xVahzMRuGSQ>



4.

<https://www.youtube.com/watch?v=tnTvwblHrfc>

J. How did you feel completing this workshop? Did you have any difficulty? Which?

Thank you!

APPENDIX G: DIAGNOSTIC 2

Activity in groups

- **Teaching an alien how to behave in this planet.** Suppose an alien come from another planet. It doesn't know how to behave in this planet. You are in charge to teach him/her how to behave.
- What would you teach if it is a woman?
- What would you teach if it is a man?



Mention at least 10 things for each one

- Regarding how they should look like (clothes, appearance)
- Regarding their feelings
- Regarding activities they should do
- Regarding roles or professions they should have



- ❖ For this activity students will gather in groups of three people and come up with a list of ideas that will be written on craft paper.

APPENDIX H: DIAGNOSTIC 3

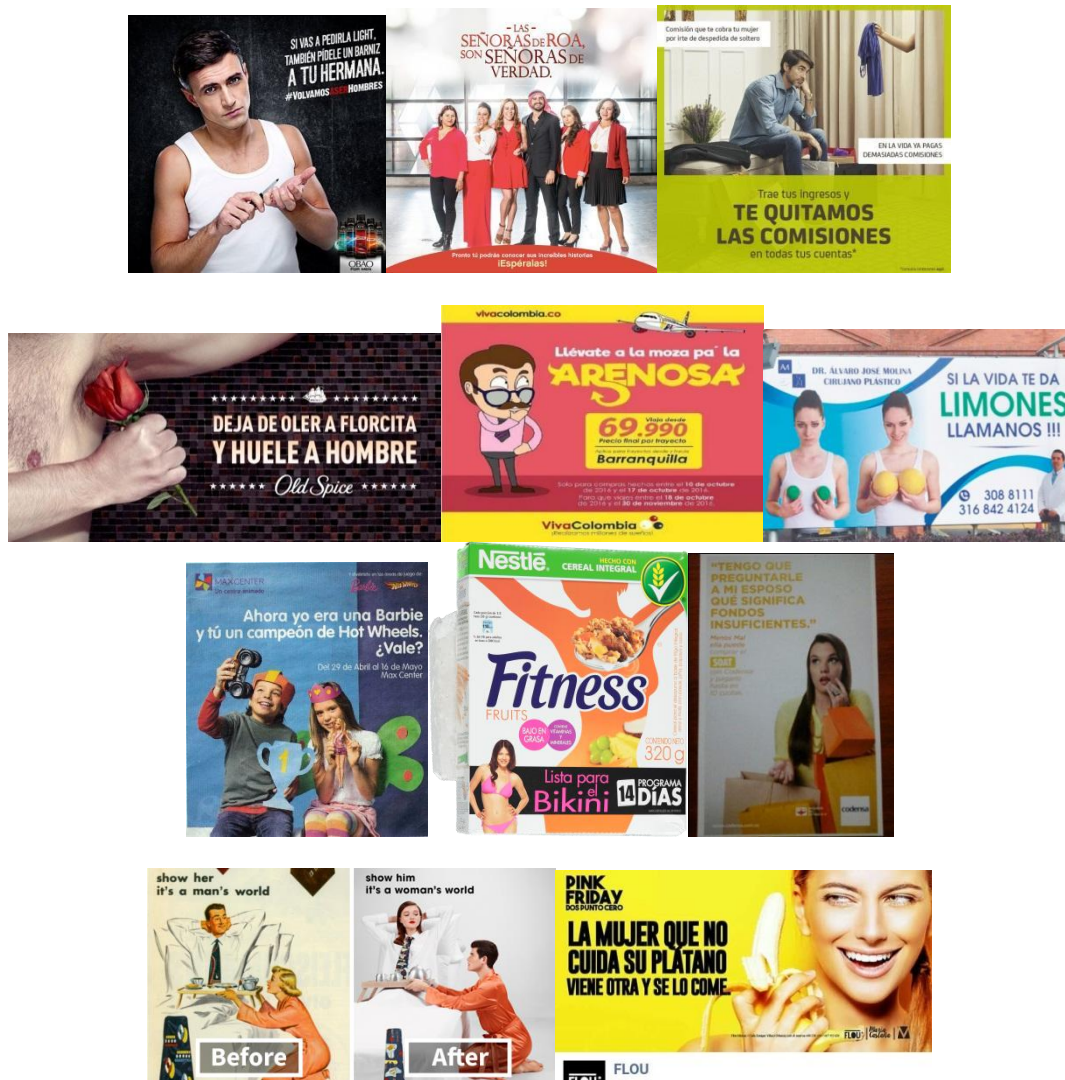
MEDIA

1. What is media?
2. Mention types of media you know
3. What media do you usually use?
4. How many hours per day do you spend on media?
5. Do you consume local or international media? Which?
6. How do you think media improve or affect your life?
7. What is the relationship you see between media and gender?

https://www.youtube.com/watch?v=M89_wjcwzfY



APPENDIX I: MEDIA ARTIFACTS SELECTED BY THE TEACHER



TV commercials

FAB	https://www.youtube.com/watch?v=cigw2UbJSGs
Blanquita	https://www.youtube.com/watch?v=kCaU8Q_79gc
Vick Vaporub 2011	https://www.youtube.com/watch?v=tnTvwbLHrfc
Close the gender pay gap	https://www.youtube.com/watch?v=0TEGrI5bDLA
See money differently with Nedbank 90" TVC	https://www.youtube.com/watch?v=grfSQ9Py9b0

FAB, 1990	https://www.youtube.com/watch?v=AXqX4qHYAMY
Mr. Músculo, 2008	https://www.youtube.com/watch?v=EvLS0JROvE4
Salvo, 2017	https://www.youtube.com/watch?v=VRETPolsb9A

Other videos

What people miss about the gender wage gap	https://www.youtube.com/watch?v=13XU4fMIN3w
Anne Hathaway speech	https://www.youtube.com/watch?v=wdw8KNmr2pc
Stuart Hall - Race, Gender, Class in the Media	https://www.youtube.com/watch?v=FWP_N_FoW-I
Dear future husband by Meghan Trainor	https://www.youtube.com/watch?v=ShlW5plD_40

APPENDIX J: MEDIA ARTIFACTS SELECTED BY STUDENTS

<p>La Pulla, El Espectador- El Feminismo (Mulán and La Flaca)</p>	<p>https://www.youtube.com/watch?v=upSi1siOsig</p>
<p>Corazones Rojos- Los prisioneros (La Flaca)</p>	<p>https://www.youtube.com/watch?v=zNEqNxwQGDo</p>
<p>Codensa ad (Hipatia de Alejandría)</p>	
<p>Colgate cremos en futuros brillantes (Larry and Penélope)</p>	<p>https://www.youtube.com/watch?v=X6imw5BSB1M</p>
<p>Mujeres Diana, un espacio dedicado para todas nuestras mujeres Colombianas. Un reconocimiento de Diana a las mujeres de Colombia #MujeresDiana (Milena)</p>	<p>https://www.youtube.com/watch?v=rDNcKyT_ulM https://www.youtube.com/watch?v=XDE691v9kck</p>
<p>Lo difícil que es ser negra y mujer en Colombia (Pipe)</p>	<p>https://www.youtube.com/watch?v=EouD0ARtWvE</p>
<p>Campaña responsabilidad social caracol tv violencia sexual (El Groupie and Pocahontas)</p>	<p>https://www.youtube.com/watch?v=jKS_VJccq7M</p>
<p>GLOBALMUNDI comercial de negocios (Torres and El Ken)</p>	<p>https://www.youtube.com/watch?v=Vmx17PD9swQ</p>

APPENDIX K: VIDEO REFLECTION GUIDE

Centro de Idiomas
Course 5
Video Reflection guide
Teacher: Natalia Marín García
Date: March 25th, 2018

Student's name: _____ Date: _____ Score: _____

TASK: Record a video reflection as part of the follow up of course 5. Answer the following questions and take into consideration the following recommendations.

1. Reflect on the following questions
2. Write a script where you answer the questions
3. Practice your discourse before recording it
4. Use expressions to give opinions (Take a look at the handout studied in class).
5. Record the video and send it to your teacher next Sunday, March 25th

Questions:

- ✓ Which personal reflections did you make after analyzing your diagnostic workshop?
- ✓ Is there something from your workshop you want to reconsider? What? Why? Why not?
- ✓ If an alien comes to your planet, what would you teach if it is a woman or a man?
- ✓ How do local media represent men and women?
- ✓ Do you think media representations affect what we think/believe? Why? Why not?
- ✓ What could be the consequences of those media representations?
- ✓ How can you challenge what media represents?
- ✓ What do you think about the activities developed in class? Which of them would you like to remark?
- ✓ What would you say to the media producers that represent sexist or stereotyped gender messages on ads?

RATING SCALE

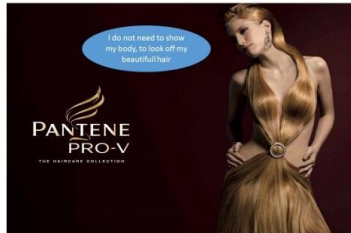
LEVELS OF ACHIEVEMENT (Approaching is the passing score)				
Poor 1 - 1.9	Emerging 2 - 2.9	Approaching 3 - 3,9	Good 4 - 4.5	Satisfactory 4.6 - 5
His/her performance was very poor. Did not achieve the objectives.	Although some objectives described in the scale might have been achieved, there are important	Despite his/her performance was eventually affected by errors, most important aspects were	Despite occasional errors, achieved all the objectives successfully showing a good	Achieved all objectives successfully showing an outstanding level of performance.

	aspects that need improvement.	acceptably achieved.	level of performance.	
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DESCRIPTORS FOR PASSING SCORE	POOR 1.0 – 1.9	EMERGING 2.0 – 2.9	APPROACHING 3.0 – 3.9	GOOD 4.0 – 4.5	SATISFACTORY 4.6 – 5.0	FINAL SCORE
Answer all the questions that were asked in a reflexive and deep manner						
Ideas are clearly stated						
Ideas are linked using opinion expressions as (In my opinion, to my mind... I consider...etc.)						
Shows control of a sufficient vocabulary in order to comply with the communicative functions stated in the task.						
Despite occasional mistakes, shows sufficient control of the structures taught in class in order to comply with the task.						
Have accurate pronunciation						
The information is provided in a spontaneously and fluently.						
TOTAL						

APPENDIX L: ALTERNATIVE AND COUNTERHEGEMONIC TEXTS CREATED BY THE STUDENTS

Penelope's counterhegemonic texts



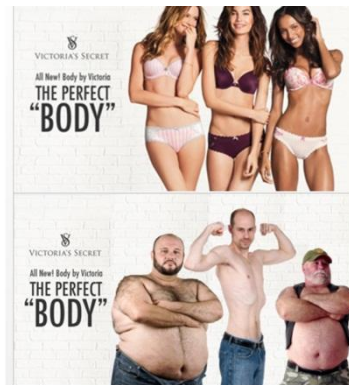
We can wear the hair without wearing the body.



Larry's alternative text



Pipe's alternative text



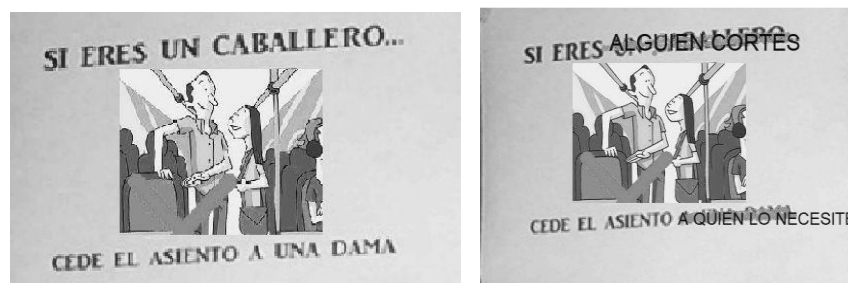
Milena's alternative text



El Groupie's counterhegemonic text



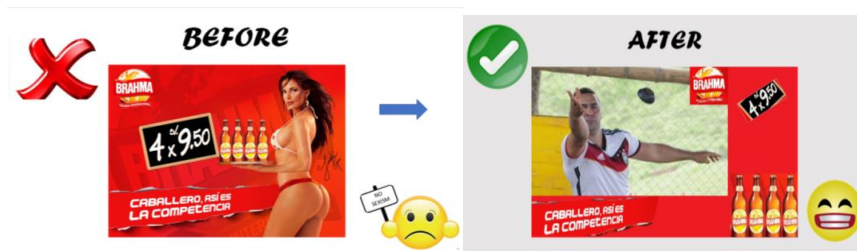
Torres and El Ken's alternative texts



Mulán and La Flaca's alternative text



Pocahontas and La Flaca's alternative text



Hipatia de Alejandría's alternative texts



DONT GET OBSESSED WITH HER!
 You can have the same too...
THE MANE, OF COURSE!



1. Your first and last capillary treatment
2. 92% of effectiveness clinically checked
3. For men and women
4. Best seller in Spain

APPENDIX M: DEBATE PLAN

Centro de Idiomas

Course 5

Debate plan

Teacher: Natalia Marín García

Date: April 5th 2018

- **Learning outcomes:** Students will be able to give opinions and support their opinions about the gender representations portrayed in *Maria llena eres de gracia* movie
 - Students will be able to identify the gender representations shown on a movie and discuss their points with the supposed “producer” of the movie
 - Students will present their points of views about the movie
 - Students will listen carefully to others’ opinions
- **Setting the scene:** Classroom 404, April 5th. 2018
- **Timing of the debate:** 6:00pm to 7:00pm (maximum)
 - ✓ The media producer will introduce herself and will give a brief summary of the movie she “produced”
 - ✓ One student will introduce himself/herself (in representation of the students) and will present a general opinion about the movie
 - ✓ The media producer will have the chance to refuse or answer to these arguments
 - ✓ Then, the students can take turns randomly to give their opinions (maximum 2 minutes each intervention).
 - ✓ The media producer will answer students arguments whenever she feels like doing it
- **Closing the debate (Summary).** One student will be in charge of summarizing the main points of the debate
- **Rules:**
 - ❖ Students can have their notes with their arguments during the debate, but when expressing their points, they must not read
 - ❖ Students should write ideas and notes during the debate
 - ❖ Students must respect their turns to speak
 - ❖ Students must not take more than 2 minutes per turn
 - ❖ Students must listen carefully
- **Roles:**

Milena: Timing

El Ken: Timing

Larry: Timing

Hipatia de Alejandría: Summary

Student 1, 2, 4,5,6,7,8,9,10,11,12 (participants of the debate)

Media producer: participant of the debate

Teacher: will be evaluating the students' performance/ assigning turns