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Feminismo, Escritura, y Gramática: Un Proyecto de Innovación

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Feminism, Writing, and Grammar: An Innovative Project

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1. ABSTRACT

The two main goals aimed in this paper are to enhance the education related to gender that our learners receive through feminist novels, and the second one is to develop some dynamic and appealing activities to improve their writing skill. Besides, within the writing skill development is implicit the grammar learning since grammar is needed to write properly. Therefore, there will be also a review on grammar didactics.

To fulfil these academic paper's goals, an historical and literary review of the main methodologies regarding writing and grammar teaching will be conducted in order to identify their features and drawbacks. Consequently, considering these methodologies' strengths and weaknesses, some activities within the frame of an innovative project have been proposed and developed with the aim of solving those aforementioned drawbacks.

Finally, to conclude this innovation work, some conclusions that come from the bibliographic review and from the proposed tasks have been drawn.

To finish up, I have hypothesised about further investigations regarding how to include other social topics in the class such as ethnicity, and how to approach other skills more pleasantly to our learners.

RESUMEN

Este ensayo propone dos principales objetivos: el primero, mejorar la educación de género que nuestros alumnos reciben a través de novelas feministas, y el segundo, desarrollar algunas actividades dinámicas y atractivas para mejorar la expresión escrita. Además, dentro de la escritura está implícito el aprendizaje de la gramática, dado que está es necesaria para escribir propiamente. Por lo tanto, se realizará también una revisión de las didácticas relativas a la gramática.

Para cumplir con los objetivos de este ensayo, se ha realizado una revisión histórica y literaria de las principales metodologías y sus inconvenientes. Como consecuencia de este análisis de las fortalezas y debilidades de las metodologías empleadas hasta la fecha, se han desarrollado un puñado de actividades dentro del marco de un proyecto de innovación con el fin de solucionar los inconvenientes de las metodologías mencionados previamente.

En la conclusión de este proyecto de innovación se incluyen dos aspectos. Por un lado, se han redactado las conclusiones obtenidas de la revisión bibliográfica y las actividades propuestas.

Además, he formulado unas hipótesis para futuras investigaciones que versarán sobre la inclusión de otros temas sociales en el aula como la etnicidad, y acercar, de manera más atractiva para los alumnos, otro tipo de didácticas.

Key Words*: Feminism, English Novels, ESL, Didactics, Writing Skill, English Grammar, Second Language Classroom, Innovation.*

Palabras Clave: Feminismo, Novelas Inglesas, ISL, Didácticas, Escritura, Gramática Inglesa, Aula de Segundo Idioma, Innovación.

2. INTRODUCTION AND JUSTIFICATION

Since there is didactics, human beings have been trying to identify the most accurate approach in order to transmit knowledge from mentors to learners. Nevertheless, the experts have been unable to agree about the best method to achieve this previously mentioned aim. Thereby, several methodologies have appeared along the ages with the label of the highest sophisticated and most recommendable strategy to solve the problem. However, they all have a series of weaknesses which disqualify them as the "holy grail" of the approaches to teach successfully worldwide.

In the view of the fact that TOFL (Teaching of a Foreign language) in general, and ETFL (English Teaching as a Foreign language) in particular, are categorised as teaching sciences, the same drawbacks with the methodologies are found.

Moreover, although all the teaching sciences are considerably relevant for the students, in terms of scholarly and socially improvement. Languages have some distinct features such as the BOE (Boletin Oficial del Estado) states:

"la lengua es el instrumento básico de la comunicación […] las lenguas forman parte de la actualidad, y cada vez lo harán más en el futuro en el bagaje vital de las personas en un mundo en continua expansión […] y los individuos tendrán más y mejores oportunidades en los ámbitos personal, público, educativo o académico, ocupacional y profesional"
(1105/2014)

Additionally, it is important to bear in mind the special characteristics of English due to the fact of its current status as lingua franca[1]. Hence, it is essential to elaborate new strategies that enhance the successfully English learning by Spanish students.

Within the ETFL, this paper is going to regard two skills: Grammar, and writing. Regarding the grammar approaches, and basing my statements in my personal

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[1] *Lingua Franca: A language used for communication between groups of people who speak different languages.*

experience as learner and as teacher, I find the strategies deeply monotonous, because they all follow the same two-steps pattern: teachers provide students with a bunch of rules, and secondly, learners complete some related work-sheets in order to check the understanding of the rules and to analyse the behaviour of the rules within different contexts. As a consequence of this fact, learners' motivation is decreased.

Since motivation plays a definitive role in academic success: "Psychologists and educators have long considered the role of motivation in student achievement and learning" (Graham & Weiner, 1996) and "the motivation is highly related to the way contents are presented in lessons" (Hall & Rodriguez, 2010). One of the main teachers` labour is to offer their learners the topics in an appealing way.

Therefore, one of my goals with this paper, is to give some unrelated alternatives to the curriculum guidelines and provide the students with some activities to break the monotony in the class. Thus, students will have to work more actively, and they will find themselves more motivated to deal with a TOFL class.

The second skill which is regarded on this paper is the writing. This competence has been traditionally the most forgotten in the class: "it is probably fair to say that in many English language classrooms around the world less rime is devoted to the skill of writing than to reading, listening, and speaking" (Bowen, 2020) due to the fact that needs more time and dedication than the other three. Besides, as Bowen postulates: "As a starting-point for writing in class, perhaps these more authentic writing tasks will seem more relevant" (2020). However, a widely list of curricular writing activities relate to unreal tasks (student adapted novels and fake texts)

Hereby, students find themselves with not enough instruction time in order to develop a polished writing technique. Moreover, this instruction does not lead to wake their writing motivation up. And perhaps, the most important issue, these activities do not help them to work their imagination.

Thus, whether we put all these elements together, we realize that Spanish students need new strategies to enhance this unsolved writing situation. This is another reason why I decided to write this essay. Hence, my second goal with this research is to use non adapted novels such as: *The Bluest Eye* (Toni Morrison, 1970) and *The Scarlet Letter* (Nathaniel Hawthorne, 1850), from which I will be able to develop a series of activities addressed to solve this unreal tasks issue.

Notwithstanding, the time situation cannot be solved without an ambitious transverse project, which connects the writing teaching along the six years of high school, in a continuous and progressive way.

The last objective aimed along this research is focused on raising consciousness of feminism. This inequality between men and women remains being a nonachievement goal in our society: "Gender inequity continues to be a prevalent problem. While women have made some gains both socially and economically, in the 21st century, inequity persists both in the workforce and at home". (Mae Stevens & C. Martell, 2016), and in our classrooms: "there is also evidence that women are often underrepresented in the curriculum and textbooks" (Avery & Simmons, 2001; Commeyras, 1996; Feiner, 1993; Schocker & Woyshner, 2013 quoted in Mae Stevens & C. Martell, 2016). Additionally, the rise of fascism across Europe, and their misogyny ideology, has become a problem for this social equality movement: "Concern for the role of woman was at the heart of the conservative and stabilizing nature of fascism and, in so far as it meant the subjugation of the private lives of citizens" (De Grand, 1976).

Hence, it is crucial to fight this ideology that threats women freedom, and education finds itself as the best tool to solve one of the most significant problems that our society is dealing with right now: "Students enrolled in an introductory course in Women's and Men's studies scored significantly lower in sexist attitudes towards women (sexism) at the end of the course than comparable controls, and significantly lower than their own sexism levels at the beginning of the semester" (Avery & Simmons, 2001; Commeyras, 1996; Feiner, 1993; Schocker & Woyshner, 2013 quoted in Mae Stevens & C. Martell, 2016). Furthermore, this kind of courses also improve the capacity of having independent thinking aptitudes such as Martell and Stevens state: "they also were able to think critically about inequality. (2016), which is one of the main historical educational demands.

3. OBJECTIVES

This TFM aims to approach some feminist novels to Baccalaureate Spanish learners because as many lecturers agree, there is not enough female literary representation in the curriculum. Besides, I pursue show a global perspective of the history of feminism in order to teach my students the importance of genders equality by regarding the oppression that women have suffered throughout history.

To achieve this secondly noted objective, students will have to conduct an activity focused on researching about a feminist figure and its historical context. Hence, they will realise how women were underestimated and harmed in the different periods of our history.

Furthermore, students will have to do a set of re-writing activities out of some extracts from the two novels in order to improve their writing skills:

- Imitation of texts in order to work some particular features of the contexts in which the novels take place.
- Alter the gender of the main characters to see how ridiculous the treatment that women received was.
- Alter some extracts so they seem more contemporary.
- Creation of texts in which the characters are the same, but they have to write a different ending.

Additionally, students will work some grammar features (conditionals, present or past, passive voice, punctuation rules…) since grammar is implicit within writing.

4. THEORETICAL FRAMEWORK

This chapter will be devoted to conducting an historical and literary review on feminism, the use of literature as a tool to enhance English teaching, and the different methodologies used to teach the skills of Grammar and Writing. These four elements will be studied since a combination of all of them eventually will form the innovation project proposed in this assertation.

4.1. Feminism and Patriarchy

4.1.1. Historical review of feminism:

Feminism[2] and Patriarchy[3] are two terms that appear currently very often. However, this inequality has existed since the very first cultures.

It is not easy to establish the emerging point of feminism. It is commonly stated that the first wave took place in the late nineteenth and early twentieth centuries (Rampton, 2008). However, some researchers claim that it is almost impossible to determine when this current firstly arose "some locate the roots of feminism in Ancient Greece with Sappho (570 BCE) or Medieval World with Hildegard of Bingen (1179 D.) or Christine de Pisan (1434 D.)" (Rampton, 2008). Nevertheless, these are only a few examples of authors who have contributed to develop the idea of feminism. Therefore, even though the term *feminism* was firstly coined in the First International Congress in Paris in 1892, the whole movement could not have occurred without all the previous struggles and sacrifices of women along history.

Feminism is usually regarded within three waves. Hence, in order to cover its history accurately, we must examine the three waves individually, and how they have evolved up to our times.

The first wave, as it has been aforementioned, began in the late nineteenth century and it lasted till the early twentieth century. It was spread across the entire

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[2] It is an ideological movement that aims to set equality in social, politic, and economic life among both genders, men and women.
[3] It is a type of society that stablishes a social hierarchy in which men are over women.

World, although it was more relevant in some countries such as United States (EE. UU), United Kingdom (U. K), Canada and the Netherlands. And the goal that these first feminists tried to achieve was the right to vote, "women's suffrage (on de jure)". (Rampton, 2008)

This main objective was gained, and in "the Representation of the People Act. In 1918, women were given the right to vote whether they were property holders and older than 29. Ten years later, this right was extended to all women over 21". Besides, along these years, women also got other privileges: "they were allowed to sit in the parliament or have access to scholar education." (Rampton, 2008)

Still, most of feminist writers and activists defended that those rights were not the equality they were trying to achieve, since they had to prove they were able to fulfil both home and public work.

The post-World War II EE. UU brought a renewed domesticity of women; the economic growth led to a baby boom which tied women to their homes and put them away from the public life again. This was the breeding ground for the flourishing of the second wave, which "was initially developed in EE. UU in the early 1960's, and during the decade of the 1980's was spread across Europe and some regions of Asia." (Brustein, 2012).

This second wave had major aspirations than the first one: "sexuality, family, workplace, reproductive rights, de facto inequalities and official legal inequalities." (Brustein, 2012). Nevertheless, its landmark was the sexuality, and everything related to it (birth control, abortion, etc). Those issues, which were taboos for the first wave feminist, were the basis on which the activists of the second wave founded their movement: "The access to the contraceptive pill made the sexual revolution possible, and allow women both to enjoy sex and have careers without having to leave due to unexpectedly becoming pregnant." (Brustein, 2012).

Additionally, feminists from this second phase were strongly influenced by some books where women oppression was highlighted:

The Second Sex (Simon de Bouvier, 1949) in which she underlines the importance
the cultural environment on women, The Feminine Mistique (Betty Friedan, 1963) in which

she writes about the rights women should have, and Sexual Politics (Kate Millet, 1970) in which she stresses how patriarchy tries to underestimate women (Brustein, 2012).

Last but not least, the third wave. There is not a global agreement about the date in which it appeared because "there are numerous branches of activism and study, whose exact boundaries in the historiography of feminism are a subject of debate" (Rampton, 2008). But most of experts declare that the decade of the 1990's was its beginning "I am not a post-feminism feminist. I am the third wave" (Walker, 1992 cited in Aune & Holyoak, 2017).

In order to study this third wave, experts usually divide it into two different movements, US and UK feminism: "The spatial and temporal specificities of the emergence of third-wave feminism in the UK and the US are such that it is necessarily to study them as separate movements" (Aune & Holyoak, 2017).

Some neoconservative policies that attack directly feminism is the context in which the North American third wave occurs "it emerges as a political backlash against feminism defined by neoconservative social policy" (Faludi, 1990 cited in Aune & Holyoak, 2017).

Moreover, the members that belonged to this movement tried to separate themselves from the former ones, due to the fact that the second wave feminists were perceived as a group of exclusionary white middle-class elitists (Aune & Holyoak, 2017).

Therefore, the new wave aspired to develop a including movement amidst social classes, ethnicities, even genders in contrast with radical second wave feminists: "embracing ambiguity and multiple subject positions." (Walker, 1995 cited in Aune & Holyoak, 2017). Hence, meanwhile second wave feminists excluded lesbian and trans from their movement, third wave feminists broke the boundaries of femininity.

Otherwise, North American third-wave feminists have been accused from second wave feminist of disidentification from the main purposes such as violence and poverty in favour of popular culture "Misunderstandings between members of the

second and third waves led to conflict […] becoming central to discussions of these new forms of American feminism." (Aune & Holyoak, 2017).

On the other hand, it is the British ideology. This current woke up one decade later than North American feminism. Besides, the term third wave has been more elaborated and employed in USA (United States of America) than in U.K (Evans, 2015).

Despite the fact that it is not clear at all whether U. K feminists accept or feel themselves part of the third wave, it is undeniable that from the beginning of the new millennium there is a strong feminist movement in the Anglo Saxon country. But this one did not emerge as a response to a political issue, but social. (Evans, 2015).

Therefore, the activists who belong to the U.K section attempt to reach society through social networks, media, rallies and so forth rather than through political parties or associations.

4.1.2. *The Importance of Feminism in the Classroom*:

It is necessary to bear in mind that the school is one of the main elements that helps to define people's socialization as well as to build the identity of a person, so it plays a major role in the transmission of values, stereotypes and prejudices. (Cantón, 2008 cited in Hernández Quintana, 2019).

Thus, the implementation of a feminist education in our country must not be a challenge, but an urgent need. Hereby, along this section, it is going to be regarded the deficiencies that our educational system has presented and still does regarding gender equality.

In order to understand this phenom correctly, It is relevant to underline that until the 1970's decade, the mixed education did not exist in Spain, excluding from 1931 to 1939 when mixed education was considered essential (the Second Spanish Republic).Thereby, for nearly the entire twentieth century, boys and girls had different schools, where different subjects were taught.

This convention was promoted by the Catholic Church, which tried to impose a role differentiation. Therefore, meanwhile women were taught how to be a good housewife, men were taught maths and sciences.

Moreover, according to the Catholic standards of that time, women were married too young. Then, they were prevented from reaching further studies (as the figure 1 shows) since they had to take over their imposed role duties at home.

Bachillerato enrolment for gender	1960-61 (thousands)	1970-71 (thousands)	1980-81 (thousands)
Men	363'8	727´1	517.192
Women	229'8	605'9	607.137
Percentage of women	38'7	45'3	54

Figure 1[4]

As we can see in the table above, before the 1970's decade, despite the fact that there were more women than men in Spain (such as the figure 2 shows), there were many less enrolled women in non-compulsory medium studies than men. Fortunately, mixed studies were approved in the 1970's and this trending shifted to a more balanced system.

Decades	Women	Men
1960's	15.963.155	15.109.592
1970's	17.399.355	16.642.176
1980's	19.272.411	18.572.499

Figure 2[5]

Nevertheless, although the 70's decade brought a unified educational model, and there was a Ley Education which provided women with the right of being educated

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[4] Estadística del Bachillerato y del COU, curso 1981-82, MEC 1982. Estadística de la Enseñanza en España, 1973, INE 1980. Own elaboration.
[5] https://www.ine.es/daco/daco42/sociales/hombre_mujer.pdf. Own elaboration

in the same circumstances and conditions than men, yet, women had to demonstrate they were able to fulfil synchronically their academic development and their assigned specific role activities. (Alberdi & Alberdi, 1984).

Besides, the derogation of the segregation studies did not mean the end of a sexist model in our classrooms, because the only thing that was done was to include women in a men-oriented system. Therefore, women particularities were neither taken into account, nor represented in the curriculum.

Furthermore, despite the fact that women usually got better results in primary studies than men, they were still directed to which were considered "easy" or "female degrees": art, social sciences, primary teaching, pharmacy and so on (Alberdi & Alberdi, 1984). Meanwhile, they were discouraged to enrol themselves in what were considered "male degrees": engineering, maths, pure sciences, or medicine.

This fact was not only caused because the whole society still pushed women to make this "female choices", but because ours schools did it too, since they were not yet based merely on meritocracy, and the former sexist policies still had a strong inertia that influenced women on their career decisions (Alberdi & Alberdi, 1984).

Additionally, if we look beyond society and its irrefutable influence on the academic life, the cotemporary laws that operate our scholar institutions and our students' development also need to be updated in terms of gender equality.

Whether we analyse the textbooks that are used in the EFL classes, we noticed that women are usually depicted as housewives or as caretakers, which perpetuate the notion of role differentiation such as Otlowski states "the roles assigned to women in some textbooks are the stereotypical roles of mother and homemaker. This depiction of women in such stereotyped roles only helps to reinforce the outdated notion that women stay at home and men go out to work" (2003)

Furthermore, Women are not only viewed in more submissive situations than men, they are also less visible in a quantitative way: "women often appeared less visible than men and women were more visible in indoor passive activities and were placed in traditional roles" (Ansary and Babii, 2003 cited in Otlowski, 2003). Hence, those books are making a huge mistake because they do not show the actual reality of women within our society: "Students need to learn about the various roles women

now have in society", Thenceforth, *"textbooks should manifest a balanced view of the role of women in society and not consolidate inaccurate generalizations about women and their roles" (Otlowski, 2003).*

That being so, we, as teachers, must be aware of the bias against women that appears in books in order to make our learners understand that our current society is more complex than the one that those books and language illustrate. Thence, we must choose carefully the materials that we are going to use in our classroom to try to avoid those inaccuracies: "The monitoring of classroom materials for bias toward sexism as well as racism and other linguistic manifestations of prejudice is very much the responsibility of teachers and administrators." (Otlowski, 2003).

Thus, we must provide our students with some tools which help them to portray a positive image of themselves, and that allow our learners to understand the complexity of their identities, as well as allow them to be able to communicate with "gender-appropriate language and roles" (Otlowski, 2003).

4.2. Literature as a tool to teach English in the classroom:

4.2.1. Main methodologies:

It is argued that teaching literature has numerous advantages, not only as a vehicle to teach a foreign language, but also in terms of critical thinking development as West (1994, p. 109) states "Let me make clear at the outset that I fully endorse the proposition that literature is, and should remain, central to the teaching and learning of English in the secondary curriculum" (cited in Boghian, 2012), Al Mahoroogi also agrees with this importance since he asserts that "literature can also teach learners critical independence - how to discern the true from the false, how to examine one"s own values and beliefs alongside those of others." (2012:172)

However, during the last decades the literature as a second language teaching tool has been considered totally useless: "Applied linguists, and practitioners who advocate a communicative approach, fail to see the value of literature as a tool that can foster communication […] and maybe detrimental to language learning" (Al-Mahrooqi, 2012: 172).

Nevertheless, it is also widely believed this lack of success regarding teaching EFL/ESL throughout the literature responds to unpleasantness methods rather than its complexity or utility: "This view could be the result of a number of factors, chief among which is teaching methodology. Evidence shows that many literature teachers still cling to traditional teacher-centered approaches which do not appeal to learners." (Al-Mahrooqi, 2012: 173).

Therefore, whether we want to develop a plan aimed to enhance students motivation to English literature during the teaching of a second language, it is significantly important to look over the main methodologies used to approach English novels to our learners, and the reasons why they seem to have failed.

Despite the fact there are several scientific methodologies that can be applied to this field, along this paper only the main four approaches are going to be examined: the language-based, the culture-based, the personal growth, and the integrated approach (Al-Mahrooqi, 2012: 173):

- The language-based approach: This approach is focused on analysing particular language features within the texts. Therefore, the literary text is only used as a mean to teach grammatical and morphological aspects of the target language. Unfortunately, "research has shown that this is the most popular approach in the EFL/ESL classroom" (Carter & Long, 1991).

- The culture-based approach: This methodology draws attention to text interpretation. Hence, it is a teacher-centred task rather than student-centred. Furthermore, it is only focused on studying the social, historical, political, and literary context of the novels used. "New criticism is an example of such an approach." (Al-Mahrooqi, 2012: 173).

- The personal growth approach: This methodology is a blend of both approaches; culture-based and language-based. It involves features from them such as linguistic analyses (language-based), and text interpretation or context research (culture-based). This method motivates students to convey their own

feelings and beliefs, as well as it encourages them to establish bonds between elements from the text with aspects from their own lives. Hence, this develops learners' critical thinking and their personal growth.

- The integrated approach. Divsar and Tahriri (2009: p 108) describe this as "a linguistic approach which utilizes some of the strategies used in stylistic analysis, exploring texts, literary and non-literary, from the perspective of style and its relationship to content and form (cited in Al-Mahrooqi, 2012: 173).). This methodology is focused on scrutinising the stylistic characteristics of a text in order to expose what the fragment means, and the way used to suggest that meaning. Additionally, Divsar and Tahiri state that this approach counts on three considerations: linguistic, cultural, and communicate. Thus, this method integrates perfectly both literature and communication, then, it makes texts and lessons interactive, practical, and communicative (2009: p. 109)

4.2.2. Main drawbacks at teaching English literature in the EFL classroom:

Along the former section I stated how beneficial teaching English throughout literature can be if the strategies are adequate. But I also noted down that many authors find the current methods insufficient since they are not appealing enough, therefore they do not catch student's motivation.

However, as Debora Floris expresses "if we Understand these problems, we will be able to identify the areas where teachers need to improve most in order to make the best use of literature in English teaching" (2012: p. 4)

Thus, this part is going to be devoted to analysing why the employed strategies seem to have not succeed. This analysis will enable us to develop some more effective strategies to turn literature into a highly efficacious, and dynamic tool for teaching English as a foreign language.

The disadvantages of the current approaches can be listed under eight headings, which are: Syntax, Lexis, Phonetical and Phonology, Semantics, Selection of Materials, Literary Concepts and Notions, Literature and Academic English, and Cultural Barriers. (Khatib, 2011: p. 203-204):

- Syntax: It is obvious that the syntactic complexity that some literary works imply make of the reading task a cumbrous labour, because those linguistic structures are far challenging than the ones taught in high school classes. Therefore, as Mckay (1984 cited in Khatib, 2011: p. 204) conveys "this can induce problems for language learning purposes". Nevertheless, this complexity should be seen as a source for language practice, and it ought to be used as a tool to enhance intermediate and above students' proficiency.

- Lexis: The lexical difficulty also usually appears in the critics of literature detractors. It is argued that this difficulty added to the syntax complexity is the main reason why literature is pointless in terms of teaching English in the non-English countries' classrooms. However, those detractors base their critics on old English works such as that of Shakespeare, because a wide range of terms found in those texts are totally outdated. Therefore, they are no longer found in today's English. However, teachers are not forced to used novels from the tenth century, they can use modern literary works whose language is closer to modern standards.

- Phonetics and Phonology: Similar to the previous argument, it is the evolution that the phonological system has gone throughout history. Due to this fact, some scholars argue that those changes can bring misunderstandings to our learners. However, other authors claim that those fluctuations can be intriguing for our students and make them aware of how phonetic works.

- Semantics: Some words have also changed semantically. Nevertheless, those changes are not considered to prevent learners from learning the current meaning of such terms. Contrary to this, it might amplify the knowledge that our learners have from the target language, whenever a glossary that contents those terms have been exposed before working the text.

- Selection of Materials: This pitfall mainly affects teachers, since they must select warily the texts considering some factors, which can be listed as follows: learners' language proficiency, age, gender, and background knowledge. Likewise, other factors related to the text itself must be examined such as if the

text is modern or old, who is the author, or the genre. But, if those recommendations are applied, we will be able to choose appropriate texts, and learners will be able to cope with them easily.

- Literary Concepts and Notions: This drawback also affects to teachers, and their knowledge of their students because it is obvious that some texts may present some metaphysical or philosophical notions that are unknown by learners. However, if docents are aware of students' limitations, they will be able to find some texts which suit best learners' level of literary knowledge.

- Literature and Academic English: Literature has an aesthetic pattern which does not marry with the educational goals chased in other subjects. In other words, "literature has little if anything to serve the needs of our learners in academic settings or specialized fields such as biology and zoology where educational goals are given priority over aesthetic values of literary texts" (Mckay 1984, cited in Khatib, 2011: p. 206)Therefore, it ought to be only used within the literature classes frame. Notwithstanding, although literature cannot directly serve to achieve the curriculum's goals, it can be used as a motivational tool that allows learners to explore a wider sort of texts, as well as "a positive catalyst for quickening language learning process". (Khatib, 2011: p. 205).

- Cultural Barriers: It is undeniable that in order to understand a literary work, it is important to be aware of its cultural context (believes, behaviours, costumes and so worth). However, experts do not totally agree whether educators should present either L1' culture or L2' culture to students when teaching a foreign language. Nevertheless, we cannot omit that language and culture are analogous concepts. Therefore, it cannot be taught a language regardless of its culture. Thus, both cultures should be presented in order to broaden our learner's respect towards different cultures: "contrastive cultural studies can be very much illuminating for our language classes and hence respect both cultures." (Khatib, 2011: p. 206).

4.3. Didactics of grammar rules and writing skill:

4.4.1. Definition of Grammar and the main factors to its acquisition:

This part is going to be divided into two different sections. The first one will include the definition of grammar within the frame of second language acquisition (SLA), and the second one will be oriented to analysing the different factors that have affect to grammar learning.

Firstly, when it is spoken about grammar, linguists set three distinct meanings of grammar, which are labelled as grammar 1, 2, and 3. (Asselin, 2002)

"Grammar 1: It is the unconsciousness knowledge of language that allows people to produce and comprehend language. It is learned informally by all language users; thus, everyone acquires grammar.

Grammar 2: It is the conscious knowledge of language structures including concepts, terminology, and analytical techniques for talking about the language. Early English grammars derive from Latin. Then, when people speak about teaching grammar, they usually mean the Latin-based system.

Grammar 3: It consists of rules about correct and incorrect usage. Historically, grammar 3, or proper English can be traced to the dialect spoken by educated people in the London area several hundred years ago."

Once the definition of grammar has been stated, I am going to do a review of the factors that enhance grammar acquisition in the SLA class. Puji Widodo (2018: p. 123) lists those factors as follows: Practice and Consciousness-Raising, Explicit and Implicit Knowledge.

Practice and Consciousness-Raising

The main goal that teachers chase when they teach grammar is to make their students interiorize the structures or rules of the target language. Thereby, those rules will be able to be used by users for communication both spoken and written.

This interiorization is tried to be achieved by practice, since it is widely accepted that practice makes perfection. Therefore, learners are asked to conduct a string of controlled or semi-controlled activities oriented to master the target language rules, as

well as to accomplish fluency. During those activities, teachers must help learners to self-notice their mistakes (mistakes or errors are tolerated in the process of learning since they are seen as natural or common).

Likewise, this approach is also devoted to developing self-consciousness of grammatical features of the second language. By that means, students will form an implicit knowledge of the grammar, and they will be able to apply the different grammatical structures effortlessly.

Explicit and Implicit Knowledge

When learners are studying grammar for a second language, they are often presented grammatical items separately. However, if they are requested to join different grammatical structures in order to create oral or written elaborated utterances, they usually make mistakes. This is a very frustrating and complicate problem to solve.

To deal with this problem, at all if we are working with 16-18 years old learners, it is important to be conscious that there are two knowledge: "explicit (conscious learning) and implicit (unconscious acquisition)". (Puji Widodo, 2018: p. 125).

On the one hand, explicit learning refers to the conscious knowledge acquired through formal instruction, and learners can have access to it, as long as they have enough time to process the information carefully. Thereby, when learners are asked to produce written or oral speeches fluently, they make mistakes. Nevertheless, as I wrote down before, those mistakes are regarded as a common step towards proficiency.

On the other hand, implicit acquisition refers to an unconscious knowledge that users have. This means that a person who has an implicit knowledge of a language can produce either spoken or written tasks easily and naturally. This is because they have interiorized the grammatical structures and they can access to them automatically. However, this does not mean that a person who has an implicit knowledge of a rule understands the grammatical feature behind it.

Furthermore, although some authors agree that explicit learning cannot become implicit knowledge, there is a huge majority "who defend that a continuous practice exposure to the target language features can turn explicit knowledge into implicit

knowledge" (Puji Widodo, 2018: p. 126). Therefore, through practice and instruction, learners eventually will be able to produce oral and written speeches fluent and correctly.

4.3.2 The main approaches: Deductive and Inductive:

Deductive and Inductive approach are the two main methodologies employed to teach grammar.

Deductive Approach

A deductive approach comes from the idea that when we use deduction, we reason from general to specific principles. Then, if extrapolate this fundamental idea to SLA: rules, exceptions, and theories are primarily introduced, and then, their utilisations are covered.

When we are speaking about SLA, the deductive approach can be also named rule-driven approach (Puji Widodo, 2018: p. 126). This approach can be stepped as follows: firstly, the teacher provides his students with a wide set of grammatical rules, followed by some examples in which those rules are applied. Once, learners have understood the nature of the rule and how it works within different contexts, they are given some activities, in which they have to apply those rules correctly in order to prove they have really understood the rules and its applications.

It is important to bear in mind that whether this approach wants to be used, it is needed to provide students with a vast range of examples, which will allow them to personalize the rule.

This approach has some advantages and disadvantages which are showed through the next table (figure 3)

ADVANTAGES	DISADVANTAGES
The deductive approach goes to the point and can, therefore, be timesaving.	Beginning the lesson with a grammar presentation may be off-putting for some learners.
Several rules aspects can be more simply and clearly explained than elicited from examples.	Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.

Several direct practice/application examples are immediately given.	The explanation is seldom as memorable as other forms of presentation.
It confirms many learners' expectations about classrooms learning, particularly for those who have an analytical style.	The deductive approach encourages the belief that learning language is simply a case of knowing the rule.

Figure 3[6]

Inductive Approach

An Inductive approach comes from the idea that reasoning is a process which goes from particulars (observations, data) to generalities (rules, laws, theories, or concepts). (Puji Widodo, 2018: p. 127). Therefore, if this method is applied to SLA: several particular examples are exposed learners, and from that observation task, they can surmise some general principles or concepts.

When we are speaking about SLA, the deductive approach can be also named rule-discovery learning (Puji Widodo, 2018: p. 127). This approach can be stepped as follows: at the very beginning, the teacher offers his students a broad set of examples in which a particular grammatical feature appears. Then, learners must be able to conclude how a rule works out of those examples. Hence, this approach involves learners' participation. Besides, "through this approach students are encouraged to conceive their own mental set of strategies in order to deal with the tasks." (Puji Widodo, 2018: p. 127).

Such as the previous approach, the inductive approach presents some advantages and disadvantages which are shown in the table below (figure 4).

ADVANTAGES	DISADVANTAGES
Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.	The approach is time and energy consuming as it leads learners to have the appropriate concept of the rule.

[6] https://go.aws/2xeKKKw . Own elaboration.

Learners' greater degree of cognitive depth is "exploited".	The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
The learners are more active in the learning process; therefore, they will be more motivated.	The approach can place emphasis on teachers in planning a lesson.
If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice	The approach may frustrate learners with their personal learning style, or their past learning experience would prefer simply to be told the rule.

Figure 4[7]

4.3.3 Definition and main approaches of Writing skill:

According to Hammad (2013: p. 1 cited in Komariyah, 2015), writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, and evaluating what is going to be written and using language for expressing exact meanings.

Therefore, it can be inferred that writing is a task conducted by a person who conveys his feelings, thoughts, or ideas in written form. This activity must conform to some writing patterns and stages in order to be clearly understood by his readers.

Once it has been stated what the writing skill is, I am going to enumerate and briefly explain the different methodologies that are used in the SLA classrooms for teaching this aforementioned skill. Sangamitra (2018) lists the control-to-free approach, the free writing approach, the paragraph pattern approach, the communicative approach, and the grammar-syntax-organization approach as the major strategies for teaching writing.

Control-to-Free Approach

This approach consists in a sequential method. Learners are firstly given utterance exercises, and then, paragraphs to copy. Students only conduct rigidly commanded tasks. By this way, the texts produced by learners are under control, so they make few

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[7] https://go.aws/2xeKKKw . Own elaboration.

mistakes. Then, when they are able to master the writing skill more proficiently, they are given more freedom, and they can write texts conveying their own ideas or feelings.

Free Writing Approach

Through this approach, learners are encouraged to emphasize the fluency and the content over the form. Consequently, the writer's ideas or thoughts are firstly written on the page regardless of the grammatical accuracy or organization, which will be treated afterwards. This method is beneficial to quicken ease in the SLA class.

Paragraph Pattern Approach

This approach refers to a method that stresses the organization rather than the accuracy of grammar, or the fluency of content. Thus, learners are provided with tasks in which, for example, they have to put disorganised sentences into paragraph order, or choosing fitting topic sentence. This strategy is based on the principle that asserts that every culture organises their speeches differently.

Grammar-Syntax-Organization Approach

This approach underlines the necessity to work concurrently with more than one of the writing features. Then, this method is not oriented to work the different written items separately, but all together. Therefore, learners are requested to produce texts focusing not only on organization, but also on grammar and syntax.

Communicative approach

This approach emphasizes the idea that writing should be taught as an authentic communicative task. Therefore, learners are asked to write meaningful texts which are supposed to be addressed to a real audience. This approach includes activities such as role play, group work, pair work and so on.

Product Approach

The Product Approach gives importance to writing as a completed product. That is to say, the finish product is given more importance than the stages involved in the text producing. Hence, "the ends have to be laid out with great care because this approach believes that ends have a great bearing on the means." (Komariyah, 2015).

Process Approach

The Process Approach, contrary to the previous one, stresses the importance of the process over the finished product. This method involves that learners develop a topic by writing, exposing the outline to their teachers and classmates, and then they use the draft to review and to imagine new ideas. Additionally, this methodology states that good education ought to be open-ended and experimental.

Genre Approach

Genre is defined as a communicative event, and members of each subclass share some communicative functions. (Komariyah, 2015). Then, this approach claims that every genre consists of some common elements: communicative features, organizational structure, and linguistic features. Therefore, learners must be aware of those features in order to satisfy the expectations of the hypothetical different genres' readers.

5.PRACTICAL PART AND ITS DEVELOPMENT IN THE CLASROOM:

5.1. Contextualization and justification of the activities:

Along this chapter, an innovation project in the field of EFL is developed. It integrates a number of different activities. These activities will be conducted in the 1º of Bach course as a complement of the Second Language subject. Besides, as this academic paper is based on feminist novels, all the tasks will be oriented to raising awareness of feminism, and to composing literary texts that enhance learners' writing skill.

The project is based on creating an Instagram profile in groups. This account will be used to upload all the creations (writings and videos made throughout the activities) that the members of the different groups carry out along the project. By that means, the students will be able to spread the feminist awareness that they have raised to their friends and every potential follower.

All the writing activities will have as source of information feminist English novels. Therefore, all the objectives proposed at the very beginning of this assertation will be achieved.

Since this quest is divided into four different activities (three belong to the writing skill enhancement, and one exclusively to raise consciousness of feminism), they will be carried out during the three evaluations. During each evaluation one of the writing activities will be realised, and the one related exclusively to feminism will be located in the second evaluation due to the fact that it is the longest one, and there is more time to do extra-curricular activities.

Furthermore, every writing activity will take four and a half lessons, which counts for the 12% of the total hours devoted to English in every evaluation. Those activities will be carried out every Wednesday along the second month of every evaluation. This date has been chosen because this project is composed of some highly demanding activities which are unlikely to be done correctly on Monday or on Friday,(students have their minds on the Weekend), and in order to break the week monotony. Therefore, there is enough time to

fulfil both the objectives proposed on this academic paper and the goals of the curriculum synchronically.

Otherwise, the activity that is uniquely focused on raising gender equality (activity 4) will only take a half of a session since the most part of its procedure will be realised out of the centre.

Activity 1)

- **Brief description**

The first proposed activity consists in the creation of a narrative text, which is going to be conducted through the Genre Approach and within the reference of the narration elements.

- **Text:**

"But Hester Prynne had a naturally active and courageous mind. She had been outlawed from society for so long that she had become used to a freedom of thought that was altogether foreign to the clergyman. She had wandered in a moral wilderness, without rule or guidance—a wilderness as vast, dark, and complex as the untamed forest in which they were now together. Her mind and heart were at home in uninhabited places, where she roamed as freely as the wild Indian in his woods. For many years now she had looked at human institutions from this isolated point of view. She criticized it all with almost as little reverence as an Indian would feel for the ministry or the judiciary, the many forms of ritual punishment, the fireside around which families gathered, or the church in which they prayed. Her fate had set her free from all. The scarlet letter was her passport into regions where other women dared not go. Shame, despair, and solitude had been her stern and wild teachers. They had made her strong, but they had often guided her poorly."

<div align="right">"Chapter XVIII: A flood of sunshine", The Scarlett Letter</div>

- **Objectives:**

  - To read the text loudly in the class.

- To synthetize information from texts.
- To develop their critical thinking.
- To get familiarised with the narrative elements.
- To work in group.
- To identify the narration elements in the proposed text.
- To create a literary fragment out of the stated principles
- To transform the literary text through one of the interactive tools explained in the phases.
- To enhance their imagination.

- **Technique and phases:**

The approach that is going to be used in order to develop this task is the Genre approach, since the features employed as reference belong exclusively to narration. Hence, they cannot be applied to a different communicative event. Likewise, they also will have to perform an oral presentation to explain their classmates about those narrative elements. Therefore, the Communicative Approach will also be implemented along this task.

This task is going to be divided into two main different phases: theory and practice.

In the theory part, students firstly will be asked to form groups of five people, then we will have about four or five groups. Once we have defined the groups, we will assign a narrative element to each group: space, time, characters, and narrator (if we have more than four groups, we can assign the same element to two different groups). The next step will be devoted to learning about the different elements that compose the narration. In order to achieve this goal, every group will have to write and present to the class a description of the assigned element.

Students will not receive instruction from the teacher about the narrative elements, they will have to access to a website called *Tes Teach*[8]. In this page, the teacher will have uploaded plenty of information related to those features. Hence, students will download the files with the information, and they will have to be able to synthetize the content to write a concise and well-explained paper, which will be presented to their

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[8] https://www.tes.com/lessons

classmates thereupon. To perform the presentation either Power Point or Prezi will be available.

The second part of this quest will be entirely oriented to practice, and it will be split into three different stages.

The first one will be carried out by the whole class together, and it will consist in identifying the previous explained narrative elements (time, space, characters, and narrator) in the fragment that has been suggested by the teacher.

Afterwards, students, individually, will have to rewrite the fragment of the text. In order to realise this activity, they will have to alter one of the narrative elements. Although the activity is individual, every member of a same group will have to modify the same element: one group will rewrite the fragment changing the time; other group will have to do the same with the space, and so forth.

Finally, after our students finish the rewriting of the fragment, they will be asked to turn their product into a comic through one of these interactive tools: *Witty Comic*[9], *Toondoo*[10]*, Marvel*[11], or *Bubblr*[12]. This comic shall not occupy more than two vignettes.

This last activity will be use as a vehicle to enhance learners' motivation towards the previous activities, since teenagers find this literary genre very exciting. Therefore, they will be more determined to write a literary text if then, they can turn their characters into superheroes such as those of DC or Marvel.

- **Temporal and Spatial Organization: Schedule:**

The location of this activity will take place in two different spaces: the classroom and an outer place (one student's house, library…). After the division of the groups in the classroom, the first phase will occur. During this first phase, learners will have to work in groups, and out of the scholar building. This activity will take at least two hours and a half whether it wants to be realised correctly. The collective work will last till the performance of the work. Since they are grouped in four different teams of five people,

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[9] http://www.wittycomics.com/make-comic.php
[10] http://www.toondoo.com/
[11] https://www.marvelhq.com/create-your-own-super-hero
[12] https://www.pimpampum.net/es/content/bubblr

the performances will be divided into two different sessions and every performance will last 15 minutes (three minutes per member approximately). Altogether, this theoretical part will last 3 hours and 30 minutes, from which one hour will take place during the school timetable (1 session and a part of a second-in the left time of the second session, the narrative elements identification will be carried out), and two hours and a half of homework.

The second part, the practical one (excepting the identifying exercise which is located in the previous schedule) will entirely occur in the centre. Therefore, the learners, individually, will have a session of 50 minutes to compose their writing text. Likewise, they will have another session to develop the comic activity. This last activity will take place in the centre's informatic class.

Hence, whether we plus the time of the first phase to the time employed to the second phase, the whole task will last about 5 hours and thirty minutes, taking into account the homework time.

Materials:

To conduct the first activity, our learners will use the web page *Tes Teach* as a source of information, and therefore, they will need to have an electronical device (computer, tablet, mobile phone…) to have access to internet. It is recommended to use during the gathering of information sheets as a draft. The final product from this first phase will be exposed through one of the following tools: Power Point or Prezi. Hence, in order to carry out this activity, a class with computer, projector and screen will be required.

In the second part, students will deliver their final writing text on a DIN A-4 sheet. Otherwise, to transform their writing into a comic, one computer for each student will be required to get in the aforementioned webpages. Therefore, the centre will need to have an informatic class

- **Assessment:**

This task will count for the 20% of the subject's final grade. In order to assess properly this activity, the teacher will follow the next pattern.

- Theoretical part: Narrative elements exposition= 25%

- o Quality of the work = 15%
  - The presented information is adequate and interesting, as well as it is coherently structured= 10%
  - The use of the language is correct= 5%

- o Self and peer assessment: Every student will be provided with a table such as the shown below (figure 5), in which they will have to assess themselves as well as their role in the group. The student will have to include a number in every characteristic under his assessment. For example:

Name of the student and number of the group	Insufficient	Sufficient (7,6)	Notable (grade of B) (8,3,1,5)	Distinction (4,2)
Individual work	1= The student organises his research time	2= the student knows how to organise and to summarise the found information	3= The student knows how to expose the information in an organised way	4= The student understands and knows how to use the communicative tools
Group work	5= The student respects his group members' work	6= The student respects every member of his group	7= The student helps his mates and accepts their help	8= The students gives useful information for the group activity

Figure 5[13]

- Practical Part: 75%
  - o Text creation: 60%:
    - To alter the assigned narrative element: 10%
    - To produce a coherent text: 20%

[13] Own elaboration.

- Correct inner structure and use of grammar: 20%
- The student shows originality at writing: 10%
    - o Comic: 15%:
        - The student has realised the comic through one of the innovative tools: 5%
        - The student has realised a comic which is no longer tan two vignettes: 10%

Activity 2)

- **Brief description**

This activity involves three different steps. Firstly, the students will rewrite the text below. In order to complete this phase, they will have to alter the gender of the characters. Afterwards, they will have to write a personal opinion about how women were treated for doing things that men were allowed to do without any punishment: neither judicial nor social. To conclude with this activity, the teacher will arrange a class-debate to speak about this issue.

- **Text:**

"Ladies," said one hard-faced woman of fifty, "I'll give you a piece of my mind. It would serve the public good if mature, church-going women like us were allowed to deal with hussies like Hester Prynne. What do you say, ladies? If the five of us passed judgment on this slut, would she have gotten off as lightly as she has before the magistrates? I don't think so."

"People say," said another woman, "that the Reverend Master Dimmesdale, her pastor, is very grieved that a scandal like this has occurred in his congregation."

"The magistrates may be God-fearing, but they are too merciful- and that's the truth!" added a middle-aged woman. "At the very least, they should have branded Hester Prynne's forehead with a hot iron. She would have winced then, for sure. But-the dirty

whore- what will she care about something pinned to her dress? She could cover it with a brooch or some other sinful jewellery and walk the streets as proud as ever."

"Well," interrupted a young wife, holding her child by the hand, "she can cover the mark however she likes, but it will still weigh on her heart."

"Why talk about marks and brands, whether they´re on her gown or the skin of her forehead?" shouted another woman, the most ugly and merciless of this self-righteous and judgmental group. "This woman has brought shame to all of us, and she ought to die. Isn't there a law that says so? There truly is, in both the Bible and the statues.

"Have mercy, ma'am," shouted a man in the crowd. "Are women only virtuous when they fear punishment? That is the worst thing I have heard today! Quiet now, you gossip. The prison door is opening. Here comes Mistress Prynne Herself."

<div align="right">"Chapter II: The Market Place", The Scarlett Letter</div>

- **Objectives:**

  - To improve their writing skill
  - To improve their speaking skill
  - To learn how to debate respectfully
  - To convey their own ideas and thoughts
  - To raise awareness of feminism
  - To enhance their imagination
  - To develop their critical thinking
  - To answer another's ideas politely

- **Technique and phases:**

The approach that is going to be used along this activity is the Free-control Approach since at the very beginning of the activity they will have to rewrite a text, so they have a template to follow, and then they will have to write a personal opinion without any model. Furthermore, then, they will have to hold a debate, and they will have to express themselves to a real audience (their peers). Therefore, the Communicative Approach will be implanted too.

This activity is going to be divided into two different sections: writing, which will be conducted individually, and speaking, which will be carried out in groups.

The writing sections, as it has been noted down above, will be realised individually. The students will have to use the text provided by the teacher, and they will have to write a new text out of this template. To conduct this activity, they will have to rewrite the proposed text changing the gender of the characters that appear in the text.

The goal of this activity lies on making the learners notice how women were mistreated by society (not only by men but also by women) for doing things which men were rewarded for (women were depicted as "whores" or "sluts" for having sex without being married, even if they were raped. However, men were conceived as seducers). This view reinforces the idea that women are objects to be conquered or possessed by men. Therefore, students will see that women were punished for their gender, and not for their behaviour.

Once the learners have noticed this bias against women, they will have to write a personal opinion, no longer than 400 words, in which they have to convey what they think about this situation, and if they thought about this situation previously.

In order to write a good personal opinion, the teacher will have uploaded in *Tes Teach* useful expressions to convey ideas or thoughts properly: "In my opinion", "I believe that", "in my mind", "it would seem that", "it is undeniable" and more. So, learners, at home, will have to access to this website before dealing with this part of the activity.

Then, the oral section of the activity. Primarily, the learners will receive instruction from their teacher by *Tes Teach*. In a carpet labelled "activity 2" they will find plenty of information about how to introduce a topic, interrupt a mate, or how to answer politely to a peer's intervention.

Eventually, they will have to work in groups (the groups previously made) to debate in class about this feminist topic: whether they think there is still manliness, and if so, possible measures to solve this situation,

During this activity, every member of every group will have to participate at least once.

- **Temporal and Spatial Organization:**

The location of this activity will take place in two different spaces: the classroom and an outer place (one student's house, library).

During this first phase, learners will have to work individually, and it will take place in the regular classroom, within the scholar building. This activity will take about two sessions (140 minutes) because, although it is a rewriting, it is highly demanded.

Afterwards, the second part of the activity, in which they will have to write a personal opinion about the topic. This section of the activity is subdivided into two different parts. The first one will take place in the learners' home or at the library, because they have to check the structures provided in *Tes Teach* by the teacher (this will not last longer than an hour), and the second one will take place in their usual classroom, and it will last one session (50 minutes), due to the fact that it is a short writing.

Similarly to the previous part of the task, the last activity will be subdivided into two different phases; the first one will take place in the students' home, where they also must access to *Tes Teach* in order to learn some useful vocabulary related to debates (such as in the former activity, this part will last about one hour top), and the second section of this activity will occur in the classroom, where a debate arranged by the teacher will happen among the students. This last part will take one session (50 minutes).

Thus, if we plus the time devoted to this activity during the three phases, the whole task will last about 5 hours and thirty minutes, taking into account the homework time.

- **Materials:**

In order to be conducted the second activity correctly, it will be required that our learners have an electronical device (computer, tablet, mobile phone…) with internet connection because they have to access to *Tes Teach* in order to compile useful expressions for both the personal opinion writing and the debate.

The writings themselves will be realised on DIN A-4 sheets. Those writings can be written by pencil, but the final product will have to be done by pen (if the final written is brought to the teacher by pencil, it will not be corrected)

Finally, to hold the debate, the students will be allowed to have a paper with notes and ideas, but it will be optional.

- **Assessment:**

Since most of the activity will be carried out individually, the sort of assessment that is going to be applied is the final evaluation: only the final product will be assessed. This task will count for the 20% of the students' final grade.

In order to evaluates rightly this activity, the teacher will follow the next pattern.

- Texts creation: 20%
  - Gender's rewriting: 15%:
    - To alter the gender of all the characters in the text: 2%
    - To produce a coherent text: 5%
    - Correct inner structure and use of grammar: 4%
    - The student shows originality at writing: 4%
  - Personal opinion text: 5%:
    - The student conveys and arguments his own ideas: 1%
    - The student creates a well-structured text: 1%
    - The student uses the expressions provided by the teacher: 3%

The debate will not count for the final mark. However, if every student takes part actively in it, and they use the vocabulary proposed by the teacher in *Tes Teach,* they will have extra 0,5 points in the speaking part of the subject.

Activity 3)

- **Brief description**

In this activity, the students will have to research about the different female beauty canons throughout history in order to write a continuation for the proposed text. They will have to include four well-known feminist who talk to Pecola Breedlove about how female beauty was portrayed in different stages of the history, and finally they will have to write a monologue from Pecola Breedlove in which she notices that beauty is not based on how she looks but how she loves.

- **Text:**

So it was. A little black girl yearns for the blue eyes of a little white girl, and the horror at the heart of her yearning is exceeded only by the evil of fulfilment. We saw her sometimes. Frieda and I—after the baby came too soon and died. After the gossip and the slow wagging of heads. She was so sad to see. Grown people looked away; children, those who were not frightened by her, laughed outright. The damage done was total. She spent her days, her tendril, sap-green days, walking up and down, up and down, her head jerking to the beat of a drummer so distant only she could hear. Elbows bent, hands on shoulders, she flailed her arms like a bird in an eternal, grotesquely futile effort to fly. Beating the air, a winged but grounded bird, intent on the blue void it could not reach—could not even see—but which filled the valleys of the mind. We tried to see her without looking at her, and never, never went near. Not because she was absurd, or repulsive, or because we were frightened, but because we had failed her.

Oh, some of us "loved" her. The Maginot Line. And Cholly loved her. I am sure he did. He, at any rate, was the one who loved her enough to touch her, envelop her, give something of himself to her. But his touch was fatal, and the something he gave her filled the matrix of her agony with death. Love is never any better than the lover.

"Summer", *The Bluest Ey*

- **Objectives:**

  - To know women's beauty standards along history
  - To get familiarised with renowned women
  - To work cooperatively
  - To improve their writing skill
  - To enhance their imagination
  - To develop their emotional intelligence
  - To look up information without teacher's guide.

- **Technique and phases:**

Since the main goal of this activity relies on creating dialogues between Pecola Breedlove and relevant feminists, and an eventual monologue from Pecola (two narrative elements) the approach that it is going to be implanted in this activity is the "Genre Approach". Likewise, those dialogues and the monologue are supposed to be addressed to real readers, therefore the "Communicative approach" will also be applied to this activity.

This activity is going to be divided into two different sections: the first one will be focused on a research work because the learners will have to look up through different sources (books, magazines, blogs, academic papers…) about the different female beauty standards (medieval, renaissance, baroque, and contemporary). Nevertheless, although in the previous activities, learners had trustworthy information provided by the teacher, in this activity the students will have to find the information by themselves.

Besides, they will have to choose four famous feminist who will appear in their story. These four characters may be whoever they want provided they are known for their feminist work.

To carry out this activity, learners can work either individually or in groups, it depends on how they want to organise their own work.

Once they have compiled the information, they are going to use it to create their story. They will have to write interconnected dialogues; every new dialogue must be a continuation from the previous one.

During this part, every member of the group will have to write a dialogue between one of the chosen feminists and Pecola. This conversation will must be about how female beauty was portrayed in the past in order to show Pecola that beauty cannot fit in some classist standards. Every dialogue will be written individually, and they shall occupy about 200 words.

Eventually, they will have to work cooperatively in order to create a monologue that comes from Pecola. This speech will must show that Pechola has learnt that beauty is not about how a person looks, but how a person loves, cares and shares. This last writing shall not be longer than 150 words.

- **Temporal and Spatial Organization:**

As the former activities, this one will require both school and out of the school (students' house, library…) work.

During the investigation phase, learners will work individually or cooperatively, as it has been noted down in the "technique and phases". This activity will take place in an outer space, their house or at a public place. It will last about two hours and a half because they have to look up contrasted information without any help or guide. Therefore, they have search for the information, but they will also have to check that the information they are going to use is reliable.

Afterwards, the writing section will take entirely place in the classroom. During the dialogue creation phase, students will work individually in each dialogue. This part may last more than one session (50 minutes) since it implies a huge imagination work. Then, we can give the students two sessions (140) if we want them to create something that is really worth reading.

Finally, the last activity, the monologue creation step, will also take place in the classroom, and it will be conducted in groups. Plus, this activity does not require so much work because they know what they have to write about. Therefore, we will not give the students more than one session (50 minutes) to write this reflexion.

Hence, the time that this task requires is about 5 hours and a half whether count on both the home and class work.

- **Materials:**

To realise the first part of the task, our learners will have to look up through internet or books information about the different female beauty canons, hence they will have to use either electronical devices such as mobile phones, tablets, laptops or encyclopaedias. The information compiled must be down on a sheet because the students will not be allowed to use their mobile phones, and it is unnecessary to use the informatic class if they can have the information on paper.

Additionally, it will be needed some sheets to write both the dialogues, and the final reflexion. Plus, those final product will must be given to the teacher written by pen. Then, also a pen will be required.

- **Assessment:**

This task will be assessed according to a continuous evaluation since not only the final products will be evaluated, but also the investigation process due to the fact that the learners will have find reliable information by themselves.

The whole activity will count for the 20% of the final grade of the subject. And to carry out the evaluation of this task, the teacher will follow the next pattern

- Texts creation: 17%
  - Dialogues: 12%:
    - To use the direct speech correctly: 3%
    - To produce a coherent text: 4%
    - The information is interesting and clearly conveyed: 2%
    - The student shows originality at writing: 3%
  - Monologue: 5%:
    - The monologue expresses the proposed point: 1%
    - The student creates a well-structured text: 1%
    - The student uses connectors to develop the monologue: 3%

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- Information research: 3%
  - The information compiled has trustworthy sources and it fits with the topic: 3%

Activity 4)

- **Brief description**

During this activity, the students will have to perform a group oral presentation speaking about a feminist author (Jane Austen, Toni Morrison, Virginia Woolf and Jane Eyre) through *Flipgrid,* and then, every group will have to develop four questions about their presentation to create a *Socrative*.

- **Objectives:**

  - To work cooperatively
  - To learn about feminist English spoken authors
  - To raise feminist awareness
  - To use innovative tools
  - To look and synthetize information
  - To improve their oral skill
  - To expose their ideas clearly
  - To improve their listening skill

- **Technique and phases:**

Since this activity is going to be mostly realised out of the school centre; they will prepare an oral presentation and will perform it from their houses or library, the methodology that is going to be used is the Flipped classroom. Additionally, due to the fact that they have to prepare a speech addressed to their classmates, the communicative approach will be also implemented to carry out this activity.

This task is going to be divided into two different phases; the first one will be conducted out of the centre, and the second part in the classroom.

Firstly, the students will work in groups, the established groups during the first activity. Every group will have to choose the feminist author they are going to work with among the possibilities offered by the teacher. Once every group has an author, they will prepare an oral presentation (prepared with information searched by themselves) in which they will speak about the following points: author's background, female's context in the author's age, author's literary work, and a feminist review of one of the author's novel.

To do this presentation, every group will record themselves through *Flipgrid*[14](an app that allows people to record themselves) and they will send the video to the other groups and the teacher. Every group will watch the videos of the other teams. The presentations must not last longer than 15 minutes (three minutes per student).

Afterwards, every group shall write five questions with multiple choice answers related to their presentation that will be sent only to the teacher. Once the teacher has all the questions from all the groups, he will create a questionnaire through *Socrative*[15], which is a tool that allows to develop personal tests.

Finally, the last phase of this activity, which will be done individually, and it will be realised during the second half of a class (the left half class of the second activity). In this part of the activity, the teacher will display the questionnaire with all the questions from the groups by a projector, and the learners, using their mobile phones, will try to answer the questions.

- **Temporal and Spatial Organization:**

The location of this activity will be divided into two different spaces: the classroom and out of the school centre. However, the most part of the work will be realised out of the school (house, library, park…)

During the first phase, the presentation developing and the recording, the learners will work in groups out of the school. This activity will last at least 2 hours and a half if it wants to be accomplished satisfactorily.

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[14] https//flipgrid.com/
[15] https://socrative.com/

In the second phase, when they have to deal with the questions and answers preparing, they will also work in group and out of the school, and this activity will take about thirty minutes, or an hour top.

Later, they will have to watch their peers' videos, and this will take 45 minutes since there are three videos of fifteen minutes.

In the last part of the activity, as it has been aforementioned, the students will have to use their mobile phones to answer the questions. This activity will occur in the classroom, and this part of the activity will last about twenty-five minutes to be done.

Therefore, whether we plus the time of the homework phase to the time employed to for doing the *Socrative* test, the whole task will last about 4 hours and thirty minutes.

- **Materials:**

To carry out this last activity, our learners will have to record themselves through the app *Flipgrid*. Hence, they will have to possess an electronical device (tablet, mobile phone, laptop and so forth) with access to either Appstore or Play Store to download the app. Plus, they will also need internet connection to send their videos and to receive their peers' ones.

Likewise, they will need an electronical device, and internet connection to send by mail the questions to their teacher.

Besides, although they will not be allowed to read their presentation from any paper, it would be useful to use a sheet where they note down what they are going to say for practising before doing the video.

Finally, during the last phase of this activity, when we realise the *Socrative* in the class, a projector will be required to display the test and the answers. Furthermore, the students will need to have their mobile phone to use it as remote to answer the questions. Additionally, the centre will have to count on Wi-Fi connection in order to provide the students with internet connection if their mobile phones do not have it.

- **Assessment:**

The sort of assessment which will be applied to this activity is the continuous evaluation since every step of the activity will be evaluated. In order to assess this activity, we will follow an "untraditional rubric". Instead of assessing it within the conventional standards, this activity will provide the students with a set of academic rewards, as long as they achieve the proposed objectives (figure 6).

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ELEMENTS TO ASSESS	REWARDS
The student records himself for three minutes	The student does not have to do the oral exam
The information offered in the video is useful and interesting	The student will get extra 0'2 points in his final mark
The questions proposed are adequate considering the topic	The student will have extra 0`5 points in the writing part in the final exam
The student gest less than a 50% of the mark in the questionnaire	The student will not have to do the first half of the question 5 in the final exam
The student gest more than a 50% of the mark in the questionnaire	The student will not have to do the question 5 in the final exam

Figure 6[16]

The table above shows some objectives that lie on the percentage got in the *Socrative* questionnaire. Whether we want to know the individual feedback of the students' results, we can download those scores on a excel sheet. Hence, we can see the mark of every student easily.

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[16] Own elaboration.

6. CONCLUSIONS AND FURTHER RESEARCH:

To conclude with this dissertation, I will do a last review of the main targets that have been analysed along this research. Additionally, I will briefly expose how I have tried to answer the problems with the contemporaneous methodologies. Eventually, I will look at the potential possibilities of investigation related to this research.

Firstly, the aims of this paper, as it has been noted down in the introduction, are: to stablish why the modern education cannot be considered feminist, to identify the drawbacks that the current methodologies present regarding grammar and writing didactics, and to determine why the literature has been considered useless in terms of teaching English as a second language during the last decades.

Subsequently, taking into account all the pitfalls found in the analyses, a range of activities have been proposed in order to develop some more appealing approaches for students. Those activities are based on modern texts, with students-centred methodologies that aim to develop a constructive teaching, in which the student learns to interact with himself and with his peers.

Additionally, the common methodology applied to all the activities is the Communicative Approach, since as it has explained along the literary review, it is the most motivational and meaningful for students due to the fact that it implies to use the language as a tool to express their thoughts and ideas, which is the primary goal of all the languages.

However, neither all students nor all classes are equal, then I am aware that the application of these activities may have some negative effects due to the lack of learners' motivation (some students find writing a laborious task even if the activity is presented in the highest attractive and innovative way), or because a heavy workload can derivate into other problems such as individual frustration or conflicts within the groups.

Therefore, it would be pretentious and wrong to assert that this project can be introduced as a perfect plan to solve all the didactics problems identified along the literary review. Nevertheless, I consider that if it could be conducted, the result would more positive than negative.

Likewise, this has been my first project oriented to creating useful mechanisms to help students to enhance their skills and to broaden their critical and personal thinking. First of all, I must say that it has been exciting to write and investigate about issues which I consider not only fascinating, but also considerably relevant. And secondly, I have to admit that writing this dissertation has inspired me to continue investigating about how to improve the methodologies related to the other two skills in the class: listening and speaking.

Similarly, this paper has also encouraged me to carry out some new research devoted to dealing with other controversial matters in the class (racism, homophobia and so forth) that lead our learners to be better citizens, which I consider is the main teaching concerning: "Education is what survives when what has been learnt is forgotten" (B.F. Skinner).

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