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Trabajo de Fin de Grado

Deconstruyendo Estereotipos de Género mediante la Instrucción sobre Análisis Multimodal en el Aula: Un Estudio con Estudiantes con un Inglés Avanzado como Lengua Extranjera

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Deconstructing Gender Stereotypes through Class Instruction on Multimodal Analysis: A Study with Advanced English as a Foreign Language Students

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Signature

Abstract

This study focuses on the effect of instruction on multimodality on students' perception of gender roles. The main goal is to employ multimodal analysis to deconstruct gender stereotypes that are present in multimodal artefacts, with the aim of promoting gender equality in society. The research is based on the exploration of the influence of gender roles in society, particularly in media, advertising and education. It puts the spotlight on the importance of addressing these stereotypes in the classroom, thus fostering an equal academic environment and challenging social conventions. Overall, by employing a multimodal analysis approach, this study will examine to what extent gender stereotypes, especially in advertising, are identified by students before and after being exposed to a teaching unit on multimodal analysis.

Keywords: gender stereotypes, gender equality, multimodality, United Nations Sustainable Development Goal 5 (SDG 5).

Resumen

Este estudio se centra en el efecto de la instrucción multimodal en la percepción de los estudiantes sobre los roles de género. El objetivo principal es emplear el análisis multimodal para deconstruir los estereotipos de género que están presentes en los artefactos multimodales, con el propósito de promover la igualdad de género en la sociedad. La investigación se basa en la exploración de la influencia de los roles de género en la sociedad, particularmente en los medios, la publicidad y la educación. Ésta pone el foco en la importancia de abordar estos estereotipos en el aula, fomentando, así, un ambiente académico igualitario y desafiando las convenciones sociales. En conjunto, al emplear un enfoque de análisis multimodal, este estudio examinará en qué medida los estereotipos de género, especialmente en la publicidad, son identificados por los estudiantes antes y después de ser expuestos a una unidad didáctica sobre el análisis multimodal.

Palabras clave: estereotipos de género, igualdad de género, multimodalidad, Objetivo 5 de Desarrollo Sostenible de las Naciones Unidas (ODS 5).

Contents

1. Introduction

This project delves into the effects of implementing a teaching unit on multimodality on students' perceptions of gender roles in advertising. The main purpose of the didactic unit is to provide different means for deconstructing multimodal artefacts in multilingual classrooms, which is expected to render English studies undergraduate students more capable to identify how gender stereotypes are constructed.

The project revolves around the exploration of gender roles and stereotypes in society, particularly focusing on the influence of media, advertising, and education. Gender roles have been traditionally constructed by society and culture, leading to the creation of stereotypes that perpetuate inequality and limit individuals' opportunities. Media, including advertising, plays a significant role in shaping beliefs and expectations connected to gender, thus reinforcing traditional norms and hierarchies. In educational contexts, addressing gender stereotypes within the classroom is essential for promoting equality and challenging social norms. Studies show that both students and teachers highly contribute to the perpetuation of gender stereotypes, generating differential treatment and negative impacts on learning environments. Notwithstanding, there is a positive shift in attitudes towards gender equality among younger generations, which indicates a great potential for change. Therefore, to that end, multimodal analysis is considered a key device in order to understand how meaning is constructed in communication, especially in advertising. Visual images and non-verbal communication play an important role in conveying messages and reinforcing gender stereotypes. By examining multimodal artefacts in educational settings, this study aims to supply students and teachers with skills to deconstruct and challenge gender stereotypes present in media and every communication.

The project comprises different sections. In the literature review, previous studies based on the topic of gender and multimodality, along with their corresponding results, will be analyzed. In the second part, the methodology of the study is detailed. Next, in the results section, the results of the research will be presented. The final section discusses the results of the project and concludes the thesis. Finally, the last two parts include the references considered in the literature review and the appendices, which include the questionnaires used for data collection.

1.1. LITERATURE REVIEW

1.1.1. Why Gender Roles?

Taking into consideration the significance of gender roles in the last decade, we can now affirm that they have been overlooked for many years but they have gained increasing attention in the last decade. Gender roles are scaffolded in powerful understandings of social schemata which have a significant capacity to change beliefs and expectations. Due to the now available research on this topic, we can now ascertain that gender roles are not biologically determined, but rather constructed by society and culture; and, therefore, they are influenced by media, advertising and socialization processes (Eisend, 2019). This directly translates into the ability of people to create ideologies in society in order to establish them as universal truths. This situation, in turn, contributes to creating gender stereotypes within publishing and other media. Research on advertisements demonstrated that men tend to be associated with action, technology, aggression and ruggedness; whereas women are often linked with fashion and beauty, depicted as passive objects of desire or accessories to facilitate male pleasure, and sexualized. (Åkestam et al., 2021; Alvariñas-Villaverde & López-Villar, 2018; Jobling, 2014; López-Díaz & Kacprzak, 2012). This distinction directly provides men with a sense of superiority, causing women to be seen as inferior beings in society. It is a well-established notion which is expressed through many types of adverts and which, although it is based on ideals rather than on facts, it affects not only individuals but also entire societies, albeit to different extents.

As it has been argued, the media are powerful tools for conveying beliefs and expectations, and this applies to both positive and negative discourses. Shields and Heinecken (2002) examine several mass media and highlight that body and self-image are highly affected by the exposure to unrealistic and idealized images of beauty in advertisements. On the other hand, Grau and Zotos (2018) study the erudition of gender stereotypes in publicity and emphasize the negative effects they produce, such as limiting individuals' opportunities and perpetuating inequality. Both research studies are clear demonstrations of the notable influence of advertising on people's understanding of gender roles and identities. Furthermore, when identifying gender stereotypes the mind has a remarkable sway, too. In this sense, Zawisza-Riley (2019) analyzes the psychological mechanisms behind advertising to understand how it determines an individuals' perceptions and behaviours. The author argues that while advertising can both reflect and perpetuate gender stereotypes, it also has the potential to challenge

traditional gender roles and promote equitable representations. Notwithstanding, to achieve this last purpose, most authors agree in underlining the paramount importance of continued research to challenge gender stereotypes, so that a more inclusive and egalitarian society is promoted.

1.1.2. Challenging Gender Stereotypes in the English as a Foreign Language Classroom

Given the paramount importance of education for societal change, approaching gender stereotypes within the classroom can enable EFL students to look critically beyond their discipline of study. In relation to this, Qu et al. (2022) conducted a multilevel analysis which argues that both classroom- and individual-level stereotypes have notable effects on academic adjustment. However, according to this study, classroom-level stereotypes are found to be more influential, suggesting that the overall classroom environment plays a crucial role in shaping students' academic experiences (Qu et al., 2022). In addition, this research puts the spotlight on the importance of addressing negative stereotypes in the classroom, so that positive academic outcomes are promoted, in this case, for Chinese adolescents (Qu et al., 2022). This idea is a decisive starting point to promote a more neutral society regarding gender roles.

In another study, McCabe and Anhalt (2022) also make reference to the way in which systemic barriers and stereotypes hinder the overall well-being and academic success of marginalized students. These authors explore the idea of promoting gender and sexual diversity in the academic environment, while they also examine its intersectionality with other similar marginalized identities, such as race, religion or culture. Therefore, in the study, it is proved that the main consequence of both gender stereotypes and other similar prejudices is the capacity that they have of creating social gaps, which separate some individuals from others due to simple reasons such as their gender or origin, giving rise to continuous rivalry between people, and more specifically, between students in this case.

At this point, there is a clear question to pose. What is the role of teachers within this state of affairs? Scholarly research on this topic signals that teachers and administrators commonly tend to attribute certain behaviours and academic achievements to gender stereotypes, thus resulting in differential treatment of students and negatively affecting learning environments, students' behaviour and instructional practices (Morrissette et al.,

2018). In other words, according to research, gender stereotypes and prejudices within the academic field might be created by students but also by teachers, thus indirectly leading to striking differences between learners. Despite these complex circumstances, Wood et al. (2022) state that younger generations are more likely to reject or challenge traditional gender norms, suggesting a positive shift in attitudes towards gender equality. These are optimistic news because it means students have previously identified and recognized them, which is a good starting point for future advances. Nevertheless, there is still much to be done in order to achieve a thriving environment for everyone and this study aims to advance research in this direction.

1.1.3. Multimodality and Gender Stereotypes

In the last decade, our world has gradually become more multimodal since current sources of information, such as social media or newspaper publications, present, more and more frequently, a combination of several semiotic systems to create meaning. For this reason, multimodal analysis is an underlying tool to understand the meaning that is conveyed in this form and shape.

As Flores (2021) argues, traditional modes of communication, such as verbal and written language, are no longer sufficient in today's digital age. Therefore, the author points out that there is a clear need to analyze and interpret several modes of communication, including visual images, gestures, and body language; so that a comprehensive understanding of how meaning is constructed in educational contexts is gained (Flores, 2021). In this sense, it is worth mentioning that there is a close connection between non-verbal communication (visual images, gestures and body language) and gender, as societal norms and expectations often shape the way men and women perceive and display non-verbal signs. In another study, Hall (1978) suggests that women are generally more skilled at decoding non-verbal cues due to their socialization and relational focus; while men may struggle with accurately interpreting these cues, leading to potential miscommunication. Consequently, multimodal communication is considerably significant in advertising, seeing that adverts are constructed in a way that requires the audience to have the ability to intuit the purpose for which they have been designed, thanks to an image, a colour or other key elements. This hidden purpose frequently includes a plurality of gender stereotypes which have been socially accepted. In this way, Suárez (2020) conducts a study which employs multimodal analysis to examine the visual

and linguistic elements of billboards on Puerto Rican society, underlining the value of critically examining advertising messages and their influence on collective identities.

In short, research signals that multimodal analysis is a vital device in exploring the impact advertisements produce in human minds, personal identity, and society on a daily basis. Hence, it may be inferred that advertising campaigns contain powerful images which are depicted in a specific way in order to persuade the audience of a certain idea.

Messaris (1997) explores the use of images in various forms of advertising, including print, television and digital media; and affirms visual persuasion differs from verbal persuasion, as it evokes emotional responses and can communicate messages more effectively. The scholar also emphasizes the necessity for advertisers to understand the persuasive potential of images in order to create impactful campaigns (Messaris, 1997). Therefore, bearing in mind the significant effects that gender roles have on society, the way in which they also influence students' behaviour and learning environments, and the paramount relevance of multimodality in analyzing them to break social gaps; this paper reports on a research project that aims to provide the necessary means within multilingual classrooms, so that both students and teachers can successfully deconstruct multimodal artefacts with the aim of identifying and consequently, challenging the gender stereotypes they may contain.

2. Development

2.1. METHODOLOGY

This project focuses on promoting the available tools of linguistics and social semiotics to explore an under-researched topic: the way in which gender stereotypes are perceived both verbally and visually in advertising campaigns by university students. The final aim is to raise students' awareness of how gender inequality is created, in a multimodal way, in advertisements, and enable them to untangle the gender-related message that is transmitted through advertising. Furthermore, it aims to integrate and develop United Nations Sustainable Development Goal 5 (SDG 5), whose goal is to provide women and girls with equal access to education and health care, opportunities to get fair work, and representation in political and economic decision-making processes.

The project follows a PRE-POST design that involves gathering data by means of a questionnaire (1-5 Likert scales) before and after exposing students to multimodal analysis. Thus, the study adopts a quantitative approach in order to understand the effect of exposing university students to multimodal analysis of gender (un)biased advertisements on their perceptions of how gender stereotypes are represented in the media, in particular and in our society, in general.

2.1.1. Research Instrument

As previously mentioned, the data collection instrument is a questionnaire, mainly composed of Likert-scales (1-5 points) items (see Appendix 1). In order to measure the impact of the classroom implementation of the project, PRE and POST versions of the questionnaire were implemented before and after exposing students to multimodality and multimodal analysis. The PRE-test contains two sections: Section A which includes 10 general questions measured on a 5-point Likert scale, and Section B which gathers 10 multimodal artefacts (i.e.) adverts in which gender is represented in different ways. Each of these multimodal artefacts is accompanied by 7 questions related to the students' ability to identify gender stereotypes in each of the adverts, measured on a 5-point Likert scale, too. The POST-test includes the same two sections described in the PRE-test, along with two additional sections. On the one hand, Section C comprises 9 questions measured again on a 5-point Likert scale and related to the degree of satisfaction participants

experienced after having engaged in the project. On the other hand, Section D consists of an open-ended question in which participants have to reflect upon possible applications of the knowledge acquired through the project, which might relate to their personal, professional and/or social lives.

2.1.2. Participants

The target group was composed by third year students in the English Studies Degree at a Spanish University. The goal was to collect data from the totality of third year students enrolled in two English language and linguistic courses between November 16 and December 12, 2022. However, due to unequal levels of attendance to the course, a total of 57 students responded, but not all surveys were fully completed. Due to this, the final sample is composed of 37 participants.

2.1.3. Procedure

The first phase of the project was the design of a Thematic Teaching Unit on gender (in)equality, which contains multimodal artefacts with a short and direct message to the audience, such as posters or slogans. The design of the survey was accomplished in the second stage.

In the third stage, the PRE-version of the questionnaire was administered to the target group: the EFL classroom of a third-year subject within the English Studies Degree at a Spanish University. At this stage, students responded to 10 general statements about their personal knowledge on gender issues, grading them from 1 to 5 depending on their individual level of agreement and/or disagreement with them. Then, they were shown 10 adverts, each of them accompanied with 7 questions related to gender representation to which they had to answer according to their initial ability to identify how gender is multimodally constructed in advertisements.

Once the PRE-version of the questionnaire was answered, students were exposed to the thematic unit, which included, first, a framework for multimodal analysis (Elorza Amorós, M. I. (2023). System networks: A multimodal analysis toolkit for representations   of   migrants   and   migration. https://gredos.usal.es/handle/10366/151733?show=full) and several examples of biased or unbiased gender advertisements to which the students could apply the multimodal

analysis framework.

The last phase consisted of the administration of the POST-version of the survey in order to examine the effect of the implementation of the thematic teaching unit. This version of the questionnaire was composed by the same items as in the PRE-version and another two sections related to the participants' satisfaction with the project (one of the sections was composed of Likert-scale items while the other one was an open-ended question).

2.1.4. Analysis

For the analysis, firstly, the dataset was checked for missing data and each statement or question included on the questionnaires was transformed into numerical variables. Afterwards, all the outliers were removed utilizing the "outlier labelling rule". According to Hoaglin and Iglewicz (1987), all values outside the calculated range were considered outliers. Finally, the data used in this research were analyzed using a one-way ANOVA with statistical software SPSS. By means of this type of analysis, the aim is to put the spotlight on whether there has been any significant change ($p<.05$) between the numerical variables of the PRE-version and its correspondent variable of the POST-version of the questionnaires on participants' awareness about gender inequality.

2.2. RESULTS

This section reports on the results of the study, beginning with an evaluation of the role of the context in the project, where the prior knowledge of participants about gender (in)equality is analyzed. Throughout this section, special emphasis is given to the interconnectedness between gender stereotypes, and visual and verbal resources, to make participants aware of gender inequality. The influence of gender as well as different texts combining visual and verbal information are approached with the aim of understanding how messages with gender bias influence students' understanding of gender roles in society.

2.2.1. The Role of Context in Gender Equality

In order to examine the impact of exposing the participants to the affordances of multimodal analysis for understanding how gender stereotypes are represented, the assumptions of the participants on the topic were compared with their answers after their exposure to the teaching unit.

A starting point for developing this research is to discover the participants' initial understanding and beliefs of key concepts, such as gender bias, stereotypes, multimodality and gender equality in order to understand the degree to which the implementation of the project impacts these. In general, as shown in Table 1, once the thematic unit with which this research aims to make participants aware of the gender stereotypes that the multimodal artefacts around them contain is introduced, it is a notable ease in identifying them than just before their participation in the study.

Table 1: Participants' belief about gender (in)equality in society[1]

	PRE-TEST	POST-TEST
	MEAN	MEAN
Advertisements contain messages with gender bias	4.17	4.32
Gender stereotypes are present in life	4.61	4.59
Gender biases can be recognized in advertising campaigns	3.95	4.19
The visual and verbal resources employed for constructing gender-biased messages are known	**3.08***	**3.82***
Visual and verbal messages with no gender bias can be produced	**3.57#**	**3.80#**
Gender is an important topic	4.21	4.23

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[1] The symbols * # + ~ indicate that there are significant differences ($p < .05$) between the items they follow.

Gender equality is a necessary topic in society	4.76	4.76
Participants have studied about gender (in)equality during the schooling period	**3.40**[+]	**3.76**[+]
Gender equality must be promoted at the university	4.65	4.61
Participants know about United Nations Sustainable Development Goal 5	**1.63**~	**2.57**~

On the one hand, there were significant differences in the comparisons between the items of the PRE- and POST-test related to the existence of visual and verbal resources (Z=-3.894, p=.001) and its respective productivity, when using them to avoid gender-biased messages (Z=-2.952, p=.003). On the other hand, participants' knowledge about gender (in)equality was broader, due to the fact that some of them had not studied this topic during their schooling period (Z=-2.352, p=.019). Consequently, after the implementation of the thematic unit, participants had significant higher knowledge on the existence of United Nations' goal 5 in promoting gender equality in the academic field (SDG 5) (Z=-3.467, p=.001). This points to the fact that SDG 5 was unknown to many until the moment of this research. Likewise, it is also worth mentioning that although there was no variation between the PRE- and POST-test, in both questionnaires participants affirm that gender equality is still a necessary topic in society.

2.2.2. Gender Representation and Multimodality

This subsection will explore participants' perceptions of gender differences in a series of multimodal texts (see Table 2), and the degree to which they are able to recognize them, together with the level of importance participants assign to visual and verbal information for understanding the messages of the different multimodal artefacts (see Table 3).

Table 2: Participants' perceptions on the construction of gender in selected multimodal artefacts[2]

What do the different texts want to convey to the public?				
		The message is about gender	The message is about promoting gender equality	There are gender stereotypes in the text
TEXT A	PRE	4.34	1.65	4.78
	POST	4.40	1.51	4.87
TEXT B	PRE	4.87	1.48	4.86
	POST	4.78	1.44	4.74
TEXT C	PRE	**4.74-**	1.38	4.76
	POST	**4.40-**	1.29	4.80
TEXT D	PRE	4.44	**1.41+**	4.44
	POST	4.48	**1.80+**	4.27
TEXT E	PRE	4.42	1.14	4.80
	POST	4.34	1.17	4.82
TEXT F	PRE	2.63	1.78	2.85
	POST	2.72	1.72	2.51
TEXT G	PRE	3.23	2.00	3.66
	POST	3.25	1.95	3.86
TEXT H	PRE	1.29	1.57	1.30
	POST	1.55	1.85	1.45
TEXT I	PRE	4.89	4.55	2.78
	POST	4.89	4.38	3.21
TEXT J	PRE	2.43	1.85	3.02
	POST	2.34	1.76	3.17

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[2] The symbols **-** + indicate that there are significant differences ($p < .05$) between the items they follow.

In general terms, there were results which increased and others which decreased between PRE and POST tests, although in most cases there were no significant differences. The only two significant contrasts were in Text C first item: "the message is about gender" (Z=-2.070, p=.038) and Text D second item: "the message is about promoting gender equality" (Z=-2.501, p=.012). However, as these results are so varied, there have been data that, even-though not significant, have experienced both positive and negative changes. On the one hand, the Text I second item: "the message is about promoting gender equality", followed by Text F third item: "there are gender stereotypes in the text" sharply declined, being very close to significant (Z=-1.842, p=.066 and Z=-1.753, p=.080 respectively). This indicates that in the POST-test version participants were conscious enough of existing gender bias, so as to reject their presence in a certain text. On the other hand, there were numerical figures which expressed an improvement, such as Text H first item: "the message is about gender" (Z=-1.467, p=.142) and Text I third item: "there are gender stereotypes in the text" (Z=-1000, p=.317). Despite being far from being significant data, these numbers also highlight a greater ability to identify gender effects. Finally, it is interesting that in Text I first item: "the message is about gender", there was no variation for the results were exactly the same in the PRE- and POST-test (Z=.000, p=1.000). This evidences that in Text I gender elements were easily recognizable from the very first moment. Notwithstanding, in all those cases in which the results are quite close to be significant, it is very likely that they would have been so if the sample had been higger.

Table 3: Perceptions of multimodal resources[3]

Participants' perception of visual and verbal information in multimodal artefacts:					
		Visual information is more important	Verbal information is more important	Visual and verbal information are equally important	The visual and verbal resources of the texts can be described
TEXT A	PRE	**3.31#**	3.13	**3.44^**	4.23
	POST	**2.84#**	2.71	**3.97^**	4.40

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[3] The symbols # ^ ~ * indicate that there are significant differences (p < .05) between the items they follow.

TEXT B	PRE	2.15	4.08	3.06	4.21
	POST	2.13	4.02	3.36	4.31
TEXT C	PRE	2.22	4.54	2.58	**4.17~**
	POST	2.02	4.55	2.51	**4.44~**
TEXT D	PRE	2.34	4.38	2.64	**3.91***
	POST	1.93	4.15	2.82	**4.19***
TEXT E	PRE	3.45	3.88	4.08	4.53
	POST	2.95	3.75	4.02	4.57
TEXT F	PRE	4.72	1.22	1.38	3.42
	POST	4.44	1.24	1.42	3.20
TEXT G	PRE	4.40	1.93	2.50	3.95
	POST	4.29	2.06	2.57	4.23
TEXT H	PRE	2.95	3.13	3.15	3.06
	POST	2.88	2.84	3.42	3.19
TEXT I	PRE	3.00	3.62	3.87	4.29
	POST	2.64	3.26	3.80	4.36
TEXT J	PRE	3.95	2.20	2.73	3.38
	POST	3.84	2.35	2.65	3.73

Firstly, it is worth mentioning that regarding the first and second items, in a vast majority of the texts all the results tend to decrease, whereas in the third and fourth items the opposite trend can be observed. This fact points out that, after the introduction of the thematic unit, the participants claim that visual and verbal information, each one of them individually, are not as relevant as they are when both are taken into consideration in the analysis of texts. This last part is a very important idea to keep in mind, since it indicates that the combination of both modes is essential for both the creation of meaning in multimodal artefacts and the representation of gender in images. Therefore, the significant ascending differences between the PRE- and POST-test were in Text A third item: "Visual and verbal information are equally important" ($Z=-2.111$, $p=.035$), and

Texts C and D fourth item: "The visual and verbal resources of the texts can be described" ($Z=-2.144$, $p=.032$ and $Z=-2.051$, $p=.040$ respectively). There was also a significant descend in Text A first item: "Visual information is more important" ($Z=-2.037$, $p=.042$). Furthermore, there were other results which were closely of being significant, both increasing and decreasing between the PRE and POST version of the questionnaires. In the first case, there was a notable increasement on Texts A and G fourth item: "The visual and verbal resources of the texts can be described" ($Z=-1.786$, $p=.074$ and $Z=-1.685$, $p=.092$ respectively). In the second one, in Text D first item: "Visual information is more important" ($Z=-1.663$, $p=.096$), as well as Texts A and I second item: "Verbal information is more important" experienced a downward trend ($Z=-1.932$, $p=.053$ and $Z=-1.707$, $p=.088$ respectively). All this data underlines the initial point that visual and verbal information are equally important in multimodal terms, and again, these numbers would probably have been significant if the sample had included a larger number of participants.

2.2.3. Satisfaction with the Project

At the end of the POST-test, participants were asked to answer 9 questions, measured on a 1-5 Likert scale too, to evaluate their degree of satisfaction after being involved in this study. This section gathers data about the impact that the relevance of gender representation and the creation of meaning in different texts has had on the participants. The average scores indicate the level of agreement or success in achieving certain outcomes.

Table 4: Satisfaction with the Project

Taking part in these sessions enabled participants:	
	MEAN
To gain awareness of the gender-biased content in advertising campaigns' texts	4.3191
To increase their ability to analyse gender-biased content in texts in general	4.2340
To learn how gender is represented in texts is important for raising gender awareness in general	4.7872

To learn how gender is represented in texts is necessary for achieving gender equality in society	4.6383
To recommend other students to follow these sessions on gender representation in texts	4.6170
To usefully apply what they have learned in these sessions in their future professional development	4.1702
To usefully apply what they have learned in these sessions in their personal development	4.4043
To apply what they have learned about gender representation to produce texts without gender bias	4.4043
To encourage them to know more about SDG 5	4.1489

As it may be appreciated in the results included in Table 4, the average of all the items does not drop below 4 on average. The statistics point out that the study was well-received by participants and had a positive effect on their awareness, knowledge and attitudes towards gender equality and representation in society. Additionally, participants would highly recommend the sessions of this project to other students and found the knowledge acquired from them useful, both in personal and professional terms; thus suggesting that these sessions were not only informative, but also practical and beneficial for them in various aspects of their lives. Ultimately, the different parts of the implementation of the teaching unit were equally successful in inspiring participants to further engage with and support gender equality initiatives, as they felt encouraged to learn more about SDG 5.

3. Final Remarks

The results of this study highlight the importance of addressing gender stereotypes and biases within English as a foreign language classrooms. The findings suggest that exposing students to multimodal analysis can enhance their ability to recognize and challenge gendered messages in various forms of communication. Previous studies emphasize the powerful connection between visual and verbal resources in constructing gender-biased messages, underlining the significance of analyzing combined modes of communication for a comprehensive understanding of gender roles in society. These findings are crucial for they contribute to the ongoing dialogue surrounding gender equality and to challenge traditional values and stereotypes. In turn, by empowering students to critically engage with and deconstruct multimodal texts, educators can play a notable role in promoting gender equality and challenging traditional gender roles within the academic environment. Furthermore, research underscore the need for continued research in this area to further enhance educational practices and create a more inclusive and egalitarian society. In relation to similar studies, the results of this project align with existing theories on gender stereotypes in advertising and the importance of addressing biases within educational settings. Building upon these previous studies, this research adds to the growing idea as a research object that emphasizes the need for interventions in the classroom to promote gender equality and challenge traditional roles. Moreover, it indicates the effectiveness of multimodal analysis of texts.

Nevertheless, while the findings of this project provide valuable insights into the topic, it is also important to acknowledge the limitations of this research study. The small sample size and the specific context in which this study was conducted limit the generalizability of the results. Therefore, further research is needed to explore the long-term impact of multimodal analysis on students' perceptions of gender roles and biases. It could focus on expanding the study to include a larger and more diverse sample of participants, as well as exploring the efficacy of different pedagogical approaches in addressing gender stereotypes in educational settings. Additionally, research could delve deeper into the intersectionality of gender biases with other forms of marginalization, such as race, religion or culture, in order to provide a more comprehensive and detailed understanding of the complex factors involved in shaping social expectations.

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Appendices

1. APPENDIX 1

1.1. PRE-version of the questionnaire

#genderequalityUSAL   Spread the Word!   ¡Corre la voz!

You also count!

This questionnaire has been developed for the Project of Educational Innovation 'You also count!'. The data obtained through this questionnaire will be treated confidentially, statistically analysed and used **anonymously,** with the single aim of the research that we are carrying out on awareness about gender inequality.

With your participation you are making a valuable contribution to LINDES research on how gender stereotypes are perceived visually and verbally by people. If you are interested in this project, you can contact your teacher or any of the researchers involved, or send a message to LINDES Research Group (lindes@usal.es)

Many thanks for your collaboration!

☺

I have read this document and I consent to participate in this data collection.

Name and surname (CAPITAL LETTERS):

....

Date: ....

Signature

....

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Developed within LINDES Research Strand: Applications of descriptive linguistics to educational and social contexts.

SECTION A. BELIEFS

Please answer the questions below by choosing a number from 1 to 5. Please **circle** your choice.

     1 = not at all   2 = a little   3 = moderately   4 = quite a bit   5 = a lot

Example:

How much do you like hamburgers? 1 2 3 4 5

1. I believe that advertisements contain messages with gender bias.	1	2	3	4	5
2. I believe that gender stereotypes are present in life.	1	2	3	4	5
3. I can recognise gender biases in advertising campaigns.	1	2	3	4	5
4. I know the visual and verbal resources employed for constructing gender-biased messages.	1	2	3	4	5
5. I can produce visual and verbal messages with no gender bias.	1	2	3	4	5
6. I think that gender is an important topic.	1	2	3	4	5
7. I think that gender equality is a necessary topic in society.	1	2	3	4	5
8. I have studied about gender (in)equality during my schooling.	1	2	3	4	5
9. I think that gender equality must be promoted at the university.	1	2	3	4	5
10. I know about United Nations Sustainable Development Goal 5.	1	2	3	4	5

SECTION B. AWARENESS

In this section you will see different texts combining visual and verbal information. Please respond to the statements below. If you need translation of any expression, just ask your teacher.

TEXT A

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT B

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT C

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT D

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT E

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT F

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT G

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT H

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT I

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT J

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

1.2. POST-version of the questionnaire

#genderequalityUSAL   Spread the Word!   ¡Corre la voz!

You also count!

This questionnaire has been developed for the Project of Educational Innovation 'You also count!'. The data obtained through this questionnaire will be treated confidentially, statistically analysed and used **anonymously,** with the single aim of the research that we are carrying out on awareness about gender inequality.

With your participation you are making a valuable contribution to LINDES research on how gender stereotypes are perceived visually and verbally by people. If you are interested in this project, you can contact your teacher or any of the researchers involved, or send a message to LINDES Research Group (lindes@usal.es)

Many thanks for your collaboration!

I have read this document and I consent to participate in this data collection.

Name and surname (CAPITAL LETTERS):

....

Date: ....

Signature

....

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SECTION A. BELIEFS

Please answer the questions below by choosing a number from 1 to 5. Please **circle** your choice.

1 = not at all   2 = a little   3 = moderately   4 = quite a bit   5 = a lot

Example:

How much do you like hamburgers? 1 2 3 4 5

1. I believe that advertisements contain messages with gender bias.	1	2	3	4	5
2. I believe that gender stereotypes are present in life.	1	2	3	4	5
3. I can recognise gender biases in advertising campaigns.	1	2	3	4	5
4. I know the visual and verbal resources employed for constructing gender-biased messages.	1	2	3	4	5
5. I can produce visual and verbal messages with no gender bias.	1	2	3	4	5
6. I think that gender is an important topic.	1	2	3	4	5
7. I think that gender equality is a necessary topic in society.	1	2	3	4	5
8. I have studied about gender (in)equality during my schooling.	1	2	3	4	5
9. I think that gender equality must be promoted at the university.	1	2	3	4	5
10. I know about United Nations Sustainable Development Goal 5.	1	2	3	4	5

SECTION B. AWARENESS

In this section you will see different texts combining visual and verbal information. Please respond to the statements below. If you need translation of any expression, just ask your teacher.

TEXT A

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT B

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT C

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT D

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT E

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT F

	1	2	3	4	5
1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT G

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT H

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT I

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

TEXT J

1. The message in this text is about gender.	1	2	3	4	5
2. The message in this text is about promoting gender equality.	1	2	3	4	5
3. There are gender stereotypes in this text.	1	2	3	4	5
4. In this text, the visual information is more important than the verbal for understanding what the message is about.	1	2	3	4	5
5. In this text, the verbal information is more important than the visual for understanding what the message is about.	1	2	3	4	5
6. In this text, both visual and verbal information are equally important for understanding what the message is about.	1	2	3	4	5
7. I can describe the visual and verbal resources used in this text for constructing its message.	1	2	3	4	5

SECTION C. SATISFACTION

Please answer the questions below by choosing a number from 1 to 5. Please **circle** your choice.

| 1 = not at all | 2 = a little | 3 = moderately | 4 = quite a bit | 5 = a lot |

Example:

How much do you like hamburgers? 1 2 3 4 5

1. Taking part in these sessions on gender representation has enabled me to gain awareness of the gender-biased content present in texts such as advertising campaigns.	1	2	3	4	5
2. Taking part in these sessions on gender representation has increased my ability to analyse gender-biased content in texts in general.	1	2	3	4	5
3. I think that learning how gender is represented in texts is important for raising gender awareness in general.	1	2	3	4	5
4. I think that learning how gender is represented in texts is necessary for achieving gender equality in society.	1	2	3	4	5
5. I would recommend other students to follow these sessions on gender representation in texts.	1	2	3	4	5
6. What I have learned in these sessions will be useful for my future professional development.	1	2	3	4	5
7. What I have learned in these sessions will be useful for my personal development.	1	2	3	4	5
8. I can apply what I have learned about gender representation to produce texts without gender bias.	1	2	3	4	5
9. I would like to know more about United Nations Sustainable Development Goal 5.	1	2	3	4	5

SECTION D. LEARNING PERCEPTION AND APPLICABILITY

Explain below, in your own words, what you have learned in these sessions about how gender is represented in texts we find in our daily lives, and if you would like to apply this learning to gain more gender equality in your life and in your social context and if so, how you would do that. (your teacher will tell you your word limit)