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Learning from Experience. Feminist Pedagogy as
Motivational Methodology in the Classroom

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1. Introduction

This dissertation, as part of the Master's Degree in Teaching in Secondary Schools, Vocational Training Centres and Language Schools specialised in English and belonging to the Education Faculty of the University of Zaragoza, addresses the necessity of developing, implementing and fostering a pedagogy based on equality of the sexes¹ in the classroom. This proposal stems from two main shortcomings observed during this academic time, namely, after analysing the Aragonese Curriculum (both LOE and LOMCE) and throughout the Practicum period. Apart from the personal interests, they both encouraged me to work on and design my didactic proposal taking into account the Feminist Pedagogy. Thus, the main focus of this paper is to propose a teaching method which highlights the inequalities between men and women by emphasising the oppression of the latter social collective on account of their gender and, similarly, the idea of men as a favoured and privileged social group within a sexist society (male chauvinist social system).

It is essential to become aware of those inequalities and we, as teachers, to educate our students and to enhance their critical thinking by means of our lesson plans. Therefore, in the following pages I will put forward an educative methodology which aims at empowering women and showing the inequalities in politics, economics, and social or affective fields which may help students realise and reflect on the necessity of living in a truly equal society.

Based on the new social demands and a general change in perception supported by feminist movements and many other collectives around the world, my first intention was to carry out a research revolving around the feminist pedagogy and the need to teach and think critically about this current issue at the secondary school level, an idea which was reinforced after my experience as a student of the Master's Degree and especially during the Practicum period.

¹ I will refer throughout my research to 'sexes' taking into account that human beings are both females and males.

The placement where my Practicum took place was the IES (Secondary Education High School) El Portillo, located in the neighbourhood Las Delicias, in Zaragoza. This small high school has approximately 500 students and the vast majority of them belongs to working-class and immigrant families, since more than 50 nationalities coexist there. Thus, multiculturalism is one of the main characteristics of El Portillo. The Practicum period was formed by two stages: the first one corresponded to the observation of the documents, the running of the centre and the attendance to English courses concerning 2nd year of ESO, 4th year of ESO, 4th grouping and 1st year of Bachillerato taught and led by the English teacher; and the second period corresponded to my academic implementation which was developed in both courses of 4th of ESO.

During the first stage I observed that the materials used by the English teacher did not foster enough either communication or critical thinking regarding social inequalities based on sexes. His method was essentially a classical one in which, although the target language was often used, the lessons were based on grammar and translation activities and exercises from the textbook. Hence, in response to the previously observed shortcomings, my teaching period focused on the introduction of feminist methodology and the promoting of communicative interaction between peers in order to encourage their critical thinking through their own experience of living in a chauvinist society. Concerning the teaching materials I used in my implementation, except from a grammatical example used from the textbook, all of them were personally selected and designed responding to a specific topic and the language skill I intended to focus on. For that purpose, I used a wide variety of materials containing a specific vocabulary. Furthermore, its results were surveyed and collected in pre-test and post-test questionnaires.

Hence, in the following sections I will begin by explaining in detail the reasons that led me to write this dissertation alongside the purpose and the general and specific objectives I want to achieve. Subsequently, I will justify the topic of this dissertation resulting from the analysis of the Curriculum, the elaboration of two reports during the Master's Degree for the *Course Plan* designed for *Diseño curricular de Inglés* subject and *Procesos de enseñanza-aprendizaje* subject and my experience during the Practicum period. Furthermore, I will develop the theoretical framework supported by legal provisions from the Curriculum considering gender equality and violence against

women, the study of the feminist pedagogy and instructions over its implementation in the classroom, and its efficacy as a teaching tool in order to foster critical thinking and motivation through the real experience of students. Afterwards, the methodology carried out to develop and analyse this research by means of the questionnaires is going to be commented on. Next, I will describe the didactic proposal implemented during the placement period followed by a critical commentary in relation to the Unit Plans and, finally, the conclusion I reached throughout the entire researching process, from the beginning of the Master's Degree course to the end of the Practicum, concerning the gender perspective and the violence against women.

2. Purpose and objectives

The purpose of this Master's dissertation is to demonstrate the lack of deepening in terms of equality of sexes and gender-based violence not only within the Curriculum but during the placement period and, consequently, to propose a change in the current teaching methodology at the secondary school level which would highlight the inequalities between males and females and would offer materials and tools by introducing reflective methods to foster critical thinking. This change would be based on the experience of students as human beings living in a sexist society in order to enhance their motivation in terms of social implication and interaction with their environment.

Therefore, the objectives of this proposal are the following ones:

General objectives

- To apply students' experience to the learning process;
- To maximise students' critical thinking so as to foster their motivation;
- To demonstrate that working on experience fosters motivation and critical thinking;
- To demonstrate the practical implementation of a pedagogical methodology based on feminism.

Specific objectives

- To recognise and identify sexist facts in students' daily life;
- To interpret inequalities concomitant with living in a sexist society;
- To analyse critically the experimental findings;
- To develop critical thinking against inequalities in order to bring about social justice;
- To use theoretical aspects to deal with sexist matters in social practice;
- To justify the empowering of women as essential to achieve equality of sexes;
- To implement effective and practical solutions to their new mind-set knowledge.

3. Justification, theoretical framework and methodology

3.1. Justification

In order to further reflect on the topic of equality between women and men in the English subject throughout the secondary education level, several projects written during the Master's Degree were used as a basis for the present dissertation. On the one hand, the first contact and analysis of the Aragonese Curriculum was intended for the *Course Plan* designed for *Diseño curricular de Inglés* subject titled "Course Plan for 3rd of ESO: Project based learning to improve communicative skills". On analysing both LOE and LOMCE from the Aragonese Curriculum, I observed that, although the issues of differentiation between sexes, the respect for the equality of rights, the rejection of sexist discrimination, stereotypes and violence especially towards women, are indeed considered, they are not sufficiently elaborated on but succinctly repeated five times throughout the text. So, while writing the aforementioned assignments, I reflected upon the actual implementation and effectiveness of those civic, social and fair words written within the educative legislation.

On the other hand, the Practicum period entailed the observation of the classrooms' dynamic and the analysis of the educative placement's documents and materials from which I could grasp that the education based on equality of sexes and on raising awareness against sexism was not sufficiently promoted either by means of the main materials or through complementary tools. In fact, the teaching materials (textbook, slides and other audio-visual material projected on the digital whiteboard, sheets handed out, etc.) reflected oppressive gender roles such as the stereotyped explanation of the roles of women and men.

Furthermore, I wrote down many field notes about sexist examples (see violet underlined notes from Appendix 1) during the classes of the first observation stage. There were also PowerPoint exercises which established stereotyped differences between girls and boys and exercises on comparatives containing sentences such as "Girls are more sensitive than boys". Alternatively, in exercises on the practice of the conditional tenses, there were exercises with questions such as "What would you buy with \$1000?" in which a guided-answer was projected using an image of a man driving a luxury car and a woman purchasing clothes in a shop. In this same exercise, there were other sexist images such as a woman wearing high heels so as to be taller despite

her painful face expression, a happy house wife cooking in a kitchen while looking after her child, and an adult woman asking her father for some money in a childish way.

In another class session, a TED video was projected of a woman talking about her love experience (see Appendix 2). The video showed a stereotyped image of women since it is based on the idealisation of the loved person and on the stereotyped idea of men giving flowers as a token of their love.

On page 67 in the 4th grouping's textbook (see Appendix 3), there is an exercise talking about the pink uniforms worn by male prisoners in Mason County Jail in Texas. The reason of this is merely punitive as pink colour is considered "for little girls" so that "the pink punishment is cruel" and, to cap it all, "the prisoners even refused to leave the prison to do community service" because of the embarrassment concomitant with wearing this colour. Therefore, this text reinforces sexist roles regarding personality, behaviour and dressing codes and shows how the (stereotyped) masculinity is damaged.

Hence, these are some of the examples I wrote down throughout the placement period which encouraged me to enhance the necessity of implementing feminism in the classrooms. In this way, another project from the Master's Degree inspired me to put into practice the legislative theory mentioned above and to implement a pedagogy which, instead of perpetrating inequalities, emphasises these shortcomings. The project was an intervention proposal intended for *Procesos de enseñanza-aprendizaje* subject titled "Teaching dynamics in response to the necessities expounded in a video lead by students" which integrated activities against sexism and towards the empowering of women by means of the personal knowledge of students, the communicative peer interaction and the researching of relevant figures, as well as a board game called *Feminismos reunidos* that should be used as a didactic material in the sessions of the Unit Plan. Another teaching aim of this project was to enhance critical thinking as one of the key competences teachers must achieve. In this way, feminist pedagogy from the perspective of the analysis and reflection on our current chauvinist society is a learning motivational tool for students, but also a teaching tool for teachers.

3.2. Theoretical framework

The Aragonese Curriculum of ESO (both LOE and LOMCE) is one of the most relevant works of reference for teachers in the development of their educational methodology since, apart from providing general guidelines on account of language teaching, it also addresses sexist discrimination or violence against women. Therefore, I will analyse the treatment of this issue in the Curriculum.

On the general provisions part, the first reference takes places on page 5 in Chapter II about the curricular ordinance and, more concretely, in the sixth article concerning the general objectives of the Compulsory Secondary Education (ESO):

c) To value and respect the difference between sex and the equal rights. [...] To reject discrimination between human beings on account of gender. [...] To reject the stereotypes which cause discrimination between males and females or any manifestation of violence against women.
d) [...] to reject violence, any kind of prejudice, any sexist behaviour and to peacefully resolve every other type of conflict (LOMCE 2016, 5).

The second time the Curriculum refers to the promotion of equality between women and men, to the avoidance of gender-based violence or sexist stereotypes is on page 11, within transversal elements:

2. To encourage the development of every value that pursuits the effective equality between males and females. To prevent violence against women. To encourage every value that benefits equal rights and non-discrimination due to personal or social reasons. [...] In every case, the teaching programme must include the prevention of violence against women. [...] To avoid any sexist behaviour, content or stereotype leading to discrimination. (LOMCE 2016, 11)

Additionally, the Comprehensive Protective Measures against Gender-based Violence and Preventing and Comprehensive Protective Order for Women Victims of Violence against Women are mentioned in the article 29 about educative innovation and in the article 31 about didactic materials on page 24. This is the third reference to this issue and it belongs to Chapter VI concerning Pedagogical Autonomy of Centres:

6. *The Department competent on the subject of non-university education will encourage and foment projects or activities that, as mentioned in the article 7.1. from the Order 4/2007, on 22 March, about Prevention and Integral Protection for Women Victims of Violence against Women, ‘allowing to prevent, detect and eradicate violent behaviours in social, educative and family fields, so as to develop the values of equality, respect and tolerance through relationship and coexistence models between males and females. (LOMCE 2016, 24)*

The fourth reference located on page 25 corresponds to awareness campaigns and information and it belongs to the sixth additional disposition about informative and awareness acts:

The non- university Department must foster information about sexual abuse, awareness campaigns, formative actions and as many as necessary to promote equal opportunities and non-discrimination, especially between males and females, [...] and violence against women.

These informative and awareness interventions will be developed by means of the organisation of teaching institutions, conferences, workshops and all kind of activities adapted to the evolutionary stage of students. (LOMCE 2016, 25)

Moreover, in the eighth additional disposition, which is about the linguistic reference to gender use along the Curriculum, the masculine reference for both men and women is:

All references contained in this Order for which the masculine gender is used, must be comprehended for females and males. (LOMCE 2016, 26)

Regarding the seven key competences, they are enumerated (Linguistic Communication Competence, Competence in Mathematics, Science and Technology, Digital Competence, Learning to Learn Competence, Social and Civic Competence, Sense of Initiative and Entrepreneurship Competence and Cultural Awareness and Expression Competence) on the seventh article concerning the general objectives of the ESO. These competences must be developed and acquired by students by the end of the

compulsory secondary school level. Nevertheless, the explanations about social and civic competences do not mention either the sexist discrimination or the equality of women and men, nor they are addressed through the educative regulation corresponding to the first foreign language, that is, English.

Moreover, it should be noted that all the aforementioned standards of teaching and teacher education or the key competences for lifelong learning are established by the European Commission, among many other educational issues. Therefore, policy and official documents mention sexism and discrimination of sexes and they condemn violence against women. However, some studies demonstrate that the reality in educative placements is different:

Sexual harassment is highly prevalent in schools. It is also gendered, overwhelmingly involving boys targeting girls. [...] The use of misogynist language is commonplace in schools. [...] Gender stereotyping is a typical feature of school culture, often reinforced through mundane, 'everyday' actions. [...] Sexism and sexual harassment in schools have been normalised and is rarely reported. (*It's just everywhere* 2017, 2)

This study about sexism in schools, carried out by the National Education Union and UK Feminista, claims that there are three main factors which should be removed from the academic background, namely sexual harassment, sexist stereotypes and behaviour, and sexist language, which are usually experienced by female students and which promote machismo. It also points out to the lack of awareness, understanding and approach in schools of what constitutes this issue in the case of both students and teachers. Moreover, the title of the report, *It's just everywhere* (2017), contains the words used by a female student who took part in the research and remarks that machismo is not only present in schools but in the entire society. In addition, this study reports that sexist incidents are often registered as generic bullying or disagreements and they are included within broader student discussions (19).

Additionally, Megan Mary Rae (2012) carried out a research project about violent attitudes, the high risk of assault on young women and the frequency of this problem in college settings. This project took place in Minnesota State University,

Mankato, in the format of a performance broken in three parts as a tool of moving feminist theory to praxis. In this way, as previously mentioned in the study *It's just everywhere*, students had difficulties recognising abusive relationships and situations although, after the experimental project, this group of learners stated later on surveys that they could distinguish violence and, finally, they reflected upon the relevance of teaching others, personal healing and raise awareness concerning this issue.

The Afro-American writer bell hooks (1994) also considers the learning in terms of the “capacity to learn from the insights” and her contributions to education from women’s own experiences to educational curriculum are the focus of feminist pedagogy. These experiences should be used as a form of education because “relationship violence is a serious issue that takes place in every culture, location, community, and field” (Rae 2012, 59). Moreover, students’ experiences and faculties provide the classroom an important valuable source in terms of both evidence and point of view. Amie Macdonald and Susan Sánchez-Casal (2002) advocate for a specific and new pedagogy which develops experiential theories:

[It is needed to implement] a pedagogy that can focus on the role of experience and identity in the production of knowledge, but that can also contend with the ways that our experiences of our identities, and the theories we mobilize in understanding those experiences, may lead us to partial and distorted assertions and analyses about our shared social world (115).

As previously mentioned, to understand and analyse the chauvinist violence, sexist inequalities and the risk of sexual assault on account of being females is a hard task which requires self-reflexivity (Rae, 2012). In this way, feminist pedagogy or *feminist classrooms*, as Macdonald and Sánchez-Casal state, encourage learners to enhance and activate their capacity to think through experience and their identity regarding social beings as females or males, because the biological sex is a daily determinant. In the feminist classroom, Macdonald and Sánchez-Casal (2012) go on explaining that subjective experience is the route of comprehending lives and the lives of others in order to produce objective knowledge. Hence, this is a knowledge-making community since it aims to demonstrate the assessment of truth and objective facts through understanding focused on experience. In this way, it is essential to “identify

causes and outcomes (of oppression, violence) [...], take seriously the role of experience and identity in the collective production and assessment of knowledge [and] anchor our ability to know in our identities” (Macdonald and Sánchez-Casal 2012, 4).

Regarding to teachers’ formation, it is essential that they are formed on feminism. In fact, Macdonald and Sánchez-Casal (2002) consider that educators need to develop teaching practices in order to enhance the production of liberatory knowledge for students and activate their ability to know through their social experience. However, although Hooks (1994) and Rae (2002) agree on this issue, the primer adds that teachers do not want to teach sexism, racism or classism because of the ideological challenges it entails, while the latter highlights the immense passivity of lecturers concerning violence.

Hence, experience in general and oppressed and exploited experience in particular are fundamental in the feminist pedagogy, especially the assertion lived and suffered by women because this pedagogy is an analysis of our existence, which has been systematically excluded from the social and intellectual thought. “Thus, feminist pedagogy is distinguished from other teaching strategies by making women’s experiences central in the production of knowledge” (Macdonald and Sánchez-Casal 2002, 117). Moreover, Rae (2012) further claims, regarding machismo in language, that male linguistic perspective does not represent all genders.

hooks (1994) comments on the fact that critical thinking in the classroom is linked to feminist and race thought in terms of questioning and analysing the world and our lives, especially as women, in an active rather than passive way. Macdonald and Sánchez-Casal (2002) also state that this kind of pedagogy provides learners with critical tools:

Our obligation as educators centers on providing students the analytical tools and practical knowledge that enables them to comprehend the underlying causes of inequality within the contexts of racism, sexism, and classism. Part of this mission includes the imperative to empower students by demonstrating the link between critical thinking in the university and social activism in at-risk communities (159).

According to Rae's (2012) research project as a tool of moving feminist theory to praxis, critical thinking is fostered as well as violent relationships and attitudes in higher-education institutions. In this way, the study *It's just everywhere* also analyses and points out to the issue of machismo in the education placement as a means of raising awareness concerning sexist inequalities and violence.

According to the curricular dispositions, besides the importance of tackling feminist pedagogy at the secondary school level, one may observe that critical thinking and motivation must also be enhanced in the educational context, which is why is included in the specific topic of the present dissertation.

On the one hand, critical thinking is achieved when one thinks about thinking, in other words, it is the arriving at a conclusion about something since it means the evaluation or reasoning of thinking. Critical thinking does not imply opinions, judgements or decisions, but a reactional evaluation of a thinking, or, as More and Parker (2012, 2) argue "when we *critique* the first kind of thinking". So, reflecting on our reasoning in order to think critically corresponds to the development of critical thinking. Nevertheless, it is both a challenge and a main objective for educators to be achieved (Jackson and Newberry, 2012). In fact, there is a well-known pyramid concerning cognitive activities, called the Bloom's Taxonomy, which consists of several levels (state information, comprehension, application, analysis, synthesis and evaluation) and whose last three levels are more likely to foster critical thinking and, consequently, are placed in a higher level of cognitive skills. Thus, as Jackson and Newberry (2012) explain, having information is not sufficient but understanding it "as never before by applying it in novel situations and critically appraising the results of others doing the same. That is, you must be able to recognize, analyze, evaluate, and create arguments in a variety of disciplines" (4).

On the other hand, another important factor of teaching is motivation and motivating learners in the English classroom since, as Gardner's theory mentioned (cited in Dörnyei, 1994), the environment and social context (*integrativeness*) are essential to create a positive disposition to learn L2 (*group-specific motivational component*). Motivation also depends on self-determination such as autonomy, and self-

efficacy such as observing experiential factors, components which help building self-confidence such as producing results or reasoning critically. The teaching materials, namely the syllabus (as aforementioned, the Didactic Unit of the present dissertation would correspond to a mixed-focus syllabus), the learning tasks (*course-specific motivational component*) delimit the interests of students, the relevance of the experiential issue, and the learners' expectancy and satisfaction in the classroom. Regarding these motivational levels, Dörnyei (1994) establishes three dimensions with motives and orientations which enhance motivation through the L2 acquisition. Therefore, experiences in class or focusing on cultural awareness foster the *Language Level*; developing students' self-confidence or promoting their self-efficacy enhance the *Learner Level*; and increasing learners' curiosity, critical thinking and interest, promoting autonomy and group cohesion, using cooperative learning techniques or making and increasing the attractiveness of the topic of the syllabus, foster the *Learning Situation Level*. Additionally, in his teaching approach, Brown (2002) enumerates some principles previously mentioned such as developing intrinsic motivation, building self-confidence of learners or promoting cooperative learning.

3.3. Methodology

After analysing the Aragonese Curriculum and the first Practicum period, I developed a series of activities for both courses of 4th year of ESO and 4th grouping focusing on the issue of gender discrimination and equality of sexes using feminist pedagogy and aiming to raise students' awareness and to foster their critical thinking. In order to measure the effectiveness of those activities, I used pre-test and post-test questionnaires.

In order to focus on the utility of the education based on feminism pedagogy implemented during my Practicum period, the students were given an anonymous pre-test questionnaire (Appendix 4) prior to my teaching practice which was designed so as to assess students' previous knowledge about the equality of sexes and their degree of involvement in this issue. This questionnaire consists of five closed-ended questions (*Yes* or *No*) although the last three ones, concerning their experience as students in the academic context, can be further elaborated on in case of answering *Yes*.

Regarding the activities developed, there are two different Didactic Units designed specifically for every course in which I implemented my lessons (4th year of ESO and 4th grouping) although they follow a similar structure and they are presented from the feminist pedagogy perspective. Therefore, apart from the difference concerning the topic of each lesson plan, they have been developed taking into consideration the English level contrast between one group and the other. The total number of sessions planned was four and the timing for each activity and the type of interaction (either individual or collective, with peers or with the teacher) was also established.

For the first lesson illustrated cards called *Dixit* are used as a means of personal introduction, word-clouds in order to familiarise students with the vocabulary from the new unit, and exercises to be corrected and commented on in groups. The second lesson consists of a video about the specific topic of each course, a broken text to be put in order in groups or questions to be answered, an activity about the description of the video in groups, and a gamification survey called *Kahoot* about grammar and new vocabulary. With regard to the third lesson, a graphic comparing ancient and current facts is to be commented on, followed by the correction of the mistakes made by students in their homework in order to be later on explained by themselves, followed by the distribution of an authentic brochure to be read and commented on with the entire class and to be compared with current facts and, finally, a gamification survey called *Quizizz* about the passive voice and the topic seen in this session. The last and fourth lesson, which has a game format, contains a role play in which there is an inversion of sexes in the context of the topic seen in the unit, followed by a two-groups word-guessing *Pictionary*, and a building game called *Villa Paletti* in order to use the modal verbs and the vocabulary from the unit.

The post-test questionnaires (Appendix 5) correspond to the end of the teaching practice and they were handed out immediately after implementing the aforementioned games. However, unlike pre-tests, the post-tests of the two groups differ between them since the level of English and the implementation of lessons had to be adapted to the students' needs. Nevertheless, the methodology is similar to that of the pre-test questionnaires, namely closed-ended questions to be justified or not and, in this case, students have the chance to add their perception on the lesson plans. Additionally, in the

post-test questionnaires, students from the 4th course of ESO have a list of adjectives to choose from, according to the role play, by means of which the effectiveness of the implementation from the feminist pedagogy was evaluated. The students' gender was demanded so as to quantify the empowering of girls and the awareness of both girls and boys concerning sexism. Finally, some similar questions from the pre-test and the post-test questionnaires were used so as to compare the responses in terms of social awareness.

To sum up, although the evaluation took part mainly in the games sessions, the whole teaching period was relevant in order to assess students' knowledge, participation, motivation and awareness. Nonetheless, the last session was more decisive concerning the assessment since students had to actively participate, interpret roles and express themselves in English using the vocabulary from the topics seen during the Didactic Unit. The only pressure they had was the countdown of the answer time in 4th grouping course and the 'anti-Spanish chips' they received when speaking Spanish in the 4th course of ESO. Therefore, the English speaking fluency, the vocabulary and expressions used, and their participation were evaluated as well as their team conscience and social awareness regarding the issue of gender inequality seen during the units.

4. Didactic proposal

4.1. Topic and reason

The following didactic proposal stems from an inadequate implementation of the theoretical guidelines from the Aragonese Curriculum concerning the equality of sexes and the promotion of an education against sexist discrimination and violence. Therefore, its main purpose is to raise students' awareness with regard to the predominantly sexist society (chauvinist social structure) by analysing different materials, be they academic or not, and by relying on their own social experience so as to identify inequality and discrimination and help them develop critical thinking skills towards this issue. Moreover, on making use of their own experience and contexts, motivation and participation are likely to be enhanced.

As aforementioned, this didactic proposal was to be implemented in two different groups, 4th of ESO and 4th grouping, belonging to IES El Portillo, which currently has approximately more than 530 students. It is located in the most populated and multicultural neighbourhood of Zaragoza, called Las Delicias. The population with immigrant origins is very high and they are predominantly working-class families. Moreover, many students come from dysfunctional and/or single-parent families.

The first group, 4th of ESO, consisted on mainly Spaniards and five foreign students (a Romanian boy, a Colombian girl, one girl and one boy from Ecuador and a newly-arrived girl from Morocco), all ranging between fifteen and seventeen years old and without apparent problems in terms of cultural adaptation. Most students were hard-working and they did not seem to have many difficulties with this foreign language as their English level was intermediate-high, which allowed the teacher to implement interesting classes based on peer interaction with satisfying results, and even to speak entirely in English. Regarding the newly-arrived Moroccan girl, she did not speak nor understood Spanish but she had no problems in understanding English, which is why the pre-questionnaire had to be translated into English (see Appendix 4). However, she only attended one session of the programmed lesson plan because of the Spanish for Foreigners Programme managed by the high school which she began to attend. Therefore, there was no necessity to translate the post-test questionnaire into English (see Appendix 5).

The other group, namely 4th grouping, was a smaller class consisting of twelve students with varied cultural origins (five Spanish students, a Nicaraguan girl, a Colombian girl, a Ghanaian boy, a Gambian boy, a Pakistani boy, a Dominican girl and an Ecuadorian boy) and with ages ranging from fifteen to eighteen. Many of them came to Spain without knowing Spanish and their predisposition to learn differed from one student to another although, in general, they worked in a reasonably active way in the classroom and their level of English was pre-intermediate.

Additionally, many of the students usually missed many classes or arrived late at school and, especially in 4th grouping, they used to have little or no help with homework at home which is why their learning had to be managed in the classroom. Moreover, these students' span of attention during the lessons was very short and their learning pace was slower than reference academic level, such as 4th of ESO for example, therefore, requiring the adaptation of activities in the lessons.

It should be noted that, since both classrooms belong to the last educative stage of the Secondary School, students need to achieve the Certificate in Compulsory Secondary Education (GESO) at the end of the 4^o course of ESO in order to access higher education.

4.2. Contribution to key competences

In term of key competences, although this lesson plan covers all competences, an emphasis is made on the Learning to Learn Competence, the Cultural Awareness and Expression Competence, the Social and Civic Competence and the Competence in Linguistic Communication.

The Competence in Mathematics, Science and Technology is developed in the second lesson of 4th grouping by means of the *broken text* which must be ordered and a specific number of *syllable cards* that are given to pupils so as to create sentences with modal verbs related to the topic seen in this lesson. Moreover, in the last lesson this group must build a structure with building pillars that are provided to them depending on the words or sentences they use. Regarding 4th of ESO, in the second, third and fourth lessons, students must interpret and describe factual information in context, such as the real brochure designed after a researching about street harassment.

In terms of the Digital Competence, the use of gamification tools and audio-visual materials such as videos, images and digital slides projected on the whiteboard enhances this competence since they show a safe and critical employment of information and communication technologies.

This lesson plan also encourages the autonomy and self-management of students related to Learning to Learn Competence. Throughout the teaching sessions they must explain and justify their answers, reasoning and even mistakes several times so as to improve them and reflect on the issue in question. In this way, pupils are expected to take responsibility for their decisions and techniques employed and then, consequently, they are expected to develop better learning strategies adapted to their own needs.

Once students apply the strategies aforementioned and organise their ideas and knowledge about the topic of this dissertation tackled in all the activities and exercises carried out in the first three lessons, they must decide and participate collaboratively in a critical and creative way in the last session's the role-play and *Villa Paletti* and *Pictionary* games. Hence, the Sense of Initiative and Entrepreneurship Competence is also fostered.

Critical thinking through knowing and analysing students' daily experience is one of the main objectives of this proposal, which is why the Cultural Awareness and Expression Competence is developed *per se*. Furthermore, they are expected to learn and deal with formal and informal English expressions as well as with cultural issues and artistic concepts which must be valued and commented on by the students with the aim of emerging their critical sense.

Regarding the Social and Civic Competence, the topic of this lesson plan promotes this type of competence on its own. Through dealing with explorer and fighter women and their invisibility in art and the details about their adventures and oppressive lives, civic and social awareness is expected to be enhanced in order for them to take responsibility so as to fight against sexist inequalities and to empower females.

Finally, most promoted competence throughout every session of the lesson plan is the Linguistic Communication Competence one. In the last session containing games and role-plays, pupils must deliver their messages entirely in English and they are encouraged to use this language so as to avoid the ‘anti-Spanish chips’. Apart from that, the lesson plan is formed by multiple modalities of communicative social interaction besides the student-teacher or students-teacher interaction such as: illustrated cards to be described individually, fragments of texts and columns to be matched and commented in groups, questions about historical and current facts to be shared in pairs or games and a role play to be carried out with the whole class. Furthermore, a vast number of oral activities enhance the free communication and the self-expression of ideas.

4.3. Objectives and specific contents

On the one hand, regarding 4th grouping, at the end of this unit plan pupils will be able to (see Appendix 6) interpret general information transmitted orally in videos, audios and face-to-face interaction in the classroom because of the evaluation criteria concerning the interpretation of basic and general concepts from oral formats concerning daily issues (Crit.IN.1.1.) (Est.IN.1.1.1.), contributing to the following key competences: CCL-CCEC-CD. Also, they will be able to formulate simple sentences in oral communication and explain their own ideas and justify them properly, so that students can express orally brief and clear ideas (Crit.IN.2.1.) (Est.IN.2.1.1.), contributing to the key competences CCL-CAA-CSC-CIEE. Furthermore, students will be able to assume and to demonstrate the new concepts and adapt them to previous knowledge as it is exposed in the evaluation criteria concerning the outline of general and specific information of written formats (Crit.IN.3.1.) (Est.IN.3.1.1.) and it contributes to the key competences CCL- CMCT-CD-CAA-CSC-CCEC. Finally, the specific learning objective which deals with summarising information in written texts and expressing specific content responds to the evaluation criteria related to the students’ capacity to produce formal and informal texts about daily issues and her/his personal interests using descriptive information (Crit.IN.4.1.) (Est.IN.4.1.2.) and contributes to the following key competences: CCL-CMCT-CAA-CSC-CIEE-CCEC.

On the other hand, regarding 4th of ESO, students will be able to identify sexist inequalities transmitted orally in videos and audio tracks regarding the interpretation of specific sociocultural aspects in oral texts such as historical and artistic details,

complaints, behaviour and linguistic register (Crit.IN.1.2.) (Est.IN.1.1.2.), which contributes to the key competences CCL-CMCT-CD-CAA-CSC-CCEC. Regarding the specific learning objectives about creating and combining complex oral discourses, the discussion of controversial topics, the participation in dialogues and debates expressing critical ideas and justifying properly their opinion using objective and real information, the student can express her/himself fluently taking into account the communicative context and register (Crit.IN.2.2.) (Est.IN.2.2.1.), which contributes to the key competences CCL-CD-CAA-CSC-CIEE- CCEC. Also, recognising sexism in written texts and expressing its specific content responds to the evaluation criteria concerning the use and the explanation in written texts about culture and society (Crit.IN.3.1.) (Est.IN.3.2.1.), and contributes to the key competences CCL-CD-CAA-CSC-CCEC. The last objective is to recognise sexism in written texts and to express its specific content which justifies the elaboration of formal and informal texts and to express personal opinions according to social conventions and to adjust information to the addressee (Crit.IN.4.2.) (Est.IN.4.2.1.), which contributes to the key competences CCL-CD-CAA-CSC-CIEE-CCEC.

The contents of both unit plans are designed from a mixed-focus syllabus model since they are essentially learner-centred taking into account the students' needs. In addition, learning depends on the interaction teacher-learners in the context of the classroom and as Finney (2002, 76) adds, "Learners' needs and wants inform the teaching-learning process, and the emphasis is on using the language in stimulating communicative activities". In this way, the specific contents are classified in six levels: abilities and comprehension strategies, sociocultural and sociolinguistic aspects, communicative functions, syntactic structures, oral vocabulary of common use and talking, accentuated, rhythmic and intonation patterns (see Appendix 6). They follow the LOMCE's curricular division since, from my point of view, these six items separate and describe in a wide and clear manner the different aspects to be integrated in the lesson plans.

4.4. Sequencing of the lesson plans

Firstly, both lesson plans consist of five sessions with a variety of activities in each one (see Appendix 7). Their order responds to the effectiveness of understanding and learning of the learners concerning the topic. Although the students are not used to

participating actively in the lessons and activities with programmed sessions, the learning-teaching procedure is centred on them in these lesson plans, especially regarding the oral communication with peers, with the whole group and with the teacher. In this way, the learners' interaction determines the teaching process and it increases throughout the sessions. What is more, the third planned session was not implemented because of the adaptation to the learners' learning pace.

Secondly, the methodology carried out to design both lesson plans is organised in a wide variety of documents concerning the specific topic and the format, in order to develop the language skills (speaking, listening, writing and reading). The main objective is to motivate learners and to raise social awareness by referring to current facts related to the different topics during the lessons (for instance, *la manada* case) so as to demonstrate that the teaching procedure is mainly experimental and genuine.

Thirdly, after filling in the pre-test questionnaires, the first lesson consists of commenting on a personal introduction taking into account an illustrated card which was handed out to them, a vocabulary word-clouds projected in order to present the unit and, finally, a vocabulary-matching exercise done in groups and corrected orally with the whole class.

The second lesson is about a precise *broken text* which students must order in groups (4th grouping) and a specific video about the invisibility of women in art which must be commented on in pairs following guided questions (4th of ESO). The particular grammar of each course (modal verbs for 4th grouping and the passive voice for 4th of ESO) is intrinsic in the previous activities, so that grammar is explained and put in practice according to the topic of this session. To finish, a *Kahoot* was played in order to assimilate both new vocabulary and grammar.

The third lesson planned was not implemented due to the low level of 4th grouping class so that students needed to assimilate and review the vocabulary from the second lesson and 4th of ESO did not attend classes due to the strike organised for labour day. In this way, the English teacher allowed me to implement an extra day in both courses. Then, the third lesson for 4th grouping consisted of reviewing and

correcting the broken text from the previous lesson and commenting on a selected quotation.

The fourth session with 4th of ESO consisted of reading about a female artist and commenting on it in groups followed by a *Quizziz* survey. In the case of 4th grouping, a PPT was projected about female explorers and travellers in order to compare and describe the itinerary, the mean of transports or the time period in groups, followed by a *Quizziz* survey.

Finally, the fifth and last session consisted of grouping games which were the main part of the assessment method because of its communicative interaction and the application of the vocabulary and new knowledge concerning the topic to be completed. Finally, at the end of this session, pupils filled in the post-questionnaire.

4.5. Materials

Despite the reduced number of sessions implemented in the teaching placement IES El Portillo, both the variety and format of materials (see Appendix 8) and the type of exercises were selected upon their relevance for both lesson plans and this type of pedagogy since all these factors are crucial in motivating learners and creating a dynamic and genuine atmosphere in the classroom. In this way, the use of authentic English documents and materials is also relevant in the implementation of this subject since, as teachers, we should teach our students in a holistic manner and provide them with the necessary tools so as to enable them to face not just academic contexts but also daily issues such as street harassment or the invisibility of women in art. By the same token, apart from the richness and peculiarity that the designing of a wide variety of materials provides teachers, it would also enable students to express their interests, opinions, thoughts, suggestions and complaints.

The two following tables show the materials used in each course of 4th secondary level. The first one corresponds to 4th grouping course and the second one to 4th of ESO. In addition, the materials format has been divided in five types (board game, audio-visual, paper, textbook and gamification) and the number of the session in which every material is implemented is marked. Needless to say, the whiteboard was used as a material to write down words, sentences or other instructions.

FORMAT	TYPE OF MATERIAL	LESSON
Board game	Dixit	L. 1
	Syllable cards	L. 2
	Villa Palleti	L. 5
	Pictionary	L. 5
Audio-visual	Word-clouds + quotation	L. 1
	Clues for broken text	L. 2
	Emma Goldman's quotation	L. 2
	Routes and explorers	L. 3, L. 4
	Use of the modal verbs	L.3, L. 4
	Instructions for games	L. 5
Paper	Pre-test questionnaire	L. 1
	Broken text	L. 2
	Transcription of the text	L. 2
	Table for building modal verbs	L. 3
	Vocabulary and sentences for games	L. 5
	Post-test questionnaire	L. 5
Workbook	-	-
Gamification	Quizziz	L. 2, L. 4
	Kahoot	L. 2, L. 3

Materials used in 4th grouping

FORMAT	TYPE OF MATERIAL	LESSON
Board game	Dixit	L. 1
	Syllable cards	L. 2
	Villa Palleti	L. 5
	Pictionary	L. 5
Audio-visual	Word-clouds	L. 1
	Works of art	L. 1
	Clues for broken text	L. 2
	BBC Video	L. 2
	Slide Artemisa Gentisleschi	L. 4
	Contextualisation and instructions for role	L. 5

	play	
Paper	Pre-test questionnaire	L. 1
	Question cards	L. 2
	Transcription of the video	L. 2
	Text about Artemisa Gentisleschi	L. 4
	Ticket for role play	L. 5
	Post-test questionnaire	L. 5
Workbook	The passive voice	L. 4
Gamification	Quizziz	L. 2
	Kahoot	L. 4

Materials used in 4th of ESO

4.6. Evaluation criteria-Data collection

The evaluation criteria of both courses correspond to all skills, as indicated in the Aragonese Curriculum for 4th secondary level: understanding of oral texts, production of oral texts (expression and interaction), comprehension of written texts and production of written texts (expression and interaction) (see Appendix 6).

As mentioned in the subsection *Methodology*, the main part of the assessment methodology corresponds to the last session of both courses since it is the demonstration of the acquisition of knowledge concerning the unit seen, together with its specific vocabulary, grammar and use of English. Furthermore, students needed the oral communication so as to carry out both the games and the role play in English and to avoid penalisation with ‘anti-Spanish chips’ whenever Spanish was used which, additionally, fostered their collaborative sense and self-responsibility. Regarding 4th of ESO, pupils needed to demonstrate the learning of new concepts and also to be autonomous and sensible in relation to sexist and social awareness and, in fact, they ended up gathering all ‘female artists’ so as to protest against the ‘misogynistic male director’ of the ‘art gallery’. However, on account of 4th grouping’s lower level, they only had to decide the number of points and difficulty and demonstrate the new English concepts and vocabulary learnt.

Hence, the learning process is critical to obtain satisfactory results, so that evaluation should be formative and summative. Moreover, since learners had to interact orally as well as to assimilate new vocabulary and concepts, fluency and the use of English were assessed by means of rubrics (see Appendix 9) in which both the item and the qualification are indicated.

To sum up, the analysis of the pre-tests questionnaires in comparison with the post-test questionnaires also entailed another anonymous evaluation method, mainly in terms of awareness concerning sexism and machismo, and as a technique of determining the social effectiveness of both Didactic Units.

Concerning the assessment method employed, namely the rubrics, the results differ from one course to another although they are satisfactory in general terms. In 4th grouping course, pupils demonstrate the knowledge and usage of a variety of new vocabulary although the fluency or the correctness of language consisted of hesitations and pauses in the majority of cases. On the other hand, students from 4th of ESO, not only used a wider variety of vocabulary but they also demonstrated more confidence and more accurate pronunciation, although some of them used mechanical expressions. Regarding the results of the pre and post-test questionnaires, which are going to be analysed in further detail in the following subsection, students' answers were satisfactory since they not only improved in terms of structure and grammar with respect to the pre-tests, but they also added critical contents seen during the Didactic Unit.

4.7. Results of the pre-questionnaires and post-questionnaires

On the one hand, the results of the pre-test questionnaires collected in 4th of ESO and 4th grouping courses will be analysed together because of the similarity of the items asked. The total sample was 30 students (18 males and 12 females) and the data have been categorised by gender in order to identify the interest (or not) of boys and the empowering (or not) of girls.

The data corresponding to the pre-test questionnaire in both courses (see Appendix 10) show that the third of the students (8 girls and the rest are boys) considered that females and males do not benefit from the same privileges and

opportunities in society, whereas 12 students (4 girls and 8 boys) thought the contrary. The second question on the possibility of promoting equality of sexes in education was answered positively by 25 students (9 girls and 16 boys) in contrast to 3 females and 2 males who believed the opposite. The third question revolved around the intensification of gender inequalities by means of teaching activities, and it was answered positively by 6 students (references were made to the different level of effort required in the Physical Education subject) while almost half of the sample (10 girls and 14 boys) considered that sexist inequalities are inexistent in scholar activities. On the contrary, the fourth question evolved around the possible promotion of equality of sexes by means of teaching exercises and, apart from one student who did not answer it, 6 girls and 9 boys pointed out to scholar activities which fostered equality (workshops and activities from Language and Latin subjects) whereas 6 females and 8 males highlighted its invisibility in the textbooks. Finally, the last question tackled the students' previous knowledge and interest towards the equality of sexes and, apart from two students who did not answer and some others who pointed out to the salary inequality, more than the half of the sample (7 girls and 11 boys) answered negatively although some of them expressed their interest in learning more about equality movements such as the 8th of March or the equality in political and labour fields.

On the other hand, the post-test questionnaires (see Appendix 10) differed from one course to the other. That belonging to the 4th of ESO course (formed by 18 students, 7 girls and 11 boys) contained questions about the role play and the Didactic Unit implemented in last five days. Concerning the role play, students had to inverse sexes (see Appendix 8) and 13 of them took it seriously whereas 4 boys and 1 girl did not. The third question, thus, was about the fairness and ethics of the objective of their character and 10 boys and 1 girl considered it fair while 7 students thought it was unethical.

Questions number 4 and 5 (see Appendix 10) revolved around their emotions while interpreting the character and their opinion on the activity. Those students who interpreted people in the street generally felt helpless, annoyed, aggressive, happy and indifferent and, although one student did not understand her/his character's objective, another expressed the intention of interpreting a more important character. The students

interpreting the rejected artists felt impotent, annoyed, and indignant because the character was critic and tenacious, and comfortable, happy and pleased because of the character's determination stating comments such as "Frida Kahlo is a great artist and a strong and incredible woman". Concerning the misogynistic directors, girls felt uncomfortable, impotent, and indignant and three of them added comments such as "chauvinist", "embarrassed" and "cowardly" and ideas such as "nowadays, this is like people keep thinking" and "I think this kind of people should not exist but, unfortunately, they still do". However, one girl felt comfortable because "he was not sexist; he looked for men because he thought like that".

As aforementioned, the second part of the post-test questionnaire handed out in 4th of ESO (see Appendix 10) was about the Didactic Unit implemented during the teaching period. Regarding the first item asked, namely the existence of gender inequalities, all girls and 9 boys answered positively, whereas 2 boys believed the opposite. Related to the second question, all 18 students thought education should promote equality and, in the third one, 11 students (3 girls and 8 boys) did not reconsider previous conceptions after seeing this Didactic Unit, whereas 4 females and 3 males answered they did such as topics concerning women's struggle, possible social changes, the lack of rights for women as well as the lack of knowledge about female artists. The last item of the post-test of 4th of ESO dealt with their preferences about the Didactic Unit and the majority of pupils pointed out to gamification games and the role play, but also to the interaction with peers and in teams and the overall dynamic.

To finish with the individual analysis of the questionnaires in each course, the post-test handed out in 4th grouping course (see Appendix 10) consisted of 7 questions and the sample was only 4 students (2 girls and 2 boys). According to the next bar chart, the first item asked was the topic of the Didactic Unit and three answers consisted on gamification and another was "the teacher learn how to be in contact with pupils". The second question asked was about the gender inequalities they perceive and 2 students (1 girl and 1 boy) answered positively while 2 students (1 girl and 1 boy) answered negatively. Concerning the third item, they all agreed that education should promote equality of sexes and they all thought that textbooks do not talk enough about women because "textbook are more about men than women". The fourth question obtained no positive answers except from one student who answered positively about the

reconsideration of previous conceptions after seeing this Didactic Unit. Concerning the interest on sexism, only one boy stated that he was interested in this topic and, concerning the sixth question about what they liked the most during the Didactic Unit, two answers were gamification and two pointed out to the overall dynamic.

To sum up, the pre and post-test results were analysed according to the answers collected in the questions formulated similarly in both tests although the sample differs from one test to the other (30 in the pre-test and 22 in the post-test). Nonetheless, the analysis looks for possible improvements between the two. In the pre-test, the question ‘Do you consider there are inequalities between male and females?’ has been positively answered by 18 pupils (8 girls and 10 boys) and negatively by 12 students (4 females and 8 boys). Concerning the post-test, 18 pupils (8 females and 10 males) thought they exist whereas only one girl and 3 boys did not. In relation to the question about the necessary promotion of the equality of sexes in education, in the pre-test 25 pupils (9 females and 16 males) considered it should and 3 girls and 2 boys did not, whereas in the post-test all students answered positively. Finally, concerning their interest in knowing more about equality, in the pre-test 10 students (4 females and 6 males) answered positively while 18 (7 girls and 11 boys) answered negatively and, regarding the post test, the positive answer was almost the same (stated by 11 students, 8 girls and 3 boys) but the negative one decreased to 12 (1 female and 11 males).

5. Conclusion

This dissertation presents the necessity of tackling the controversial topic of feminism and carrying out a critical analysis of the patriarchal society in the teaching methodology in the classroom context. Nowadays, feminist pedagogy is an essential tool not only in order to teach the objective reflections about sexist inequalities, machismo and violence against women, but also to foster critical thinkers. In this way, this type of pedagogy offers an inherent learning method to humans, namely their own experience, because the main foundation of feminist pedagogy is working through experiential facts as a critical analysis of society and daily routine.

Regarding the LOMCE curriculum, the issues concerning violence against women or discrimination are stated five times throughout the *General Provisions*, although they are usually not achieved since neither the key competences nor the objectives, the evaluation criteria and the curricular contents treat in a critical way machismo and sexism. Moreover, it is insufficient to promote or participate in awareness campaigns once or twice a year since the fight against sexist inequalities must be effective and carried out at a daily basis. Additionally, apart from their insufficient analysis in the classrooms and in the teaching materials, teachers do not receive sufficient information and formation concerning sexism and its inequalities and some of them have difficulties recognising chauvinist factors or even strengthen them, as it was the case of the text about the prisoners wearing pink uniforms.

Furthermore, feminist pedagogy can be implemented not only in the English subject but in all subjects pertaining to the secondary school level because of its holistic and cross-featured application in a wide range of contents, subjects and fields. This is due to the fact that students can relate their experience to the contents tackled in class and the teacher can design activities concerning sexist violence, invisibility of women, or influential females in a specific area.

Concerning critical thinking, it is one of the teaching strategies stated by Hoffman and Stake (cited on Macdonald and Sánchez-Casal, 2012) together with the participatory learning, the encouragement of activism and validation of the personal experience. Furthermore, since this methodology is learner-centred, learners are leaders of their own learning, as it was in the case of the role play carried out in 4th of ESO in

which students manifest freely in the context of an art gallery or in the post-test questionnaires.

This Didactic Unit is only a demonstration that feminist pedagogy can be implemented in the English classroom or in any other subject although it requires plenty of specifically-designed materials because this social issue is not enhanced either in textbooks or in the educational legislation in an effective and genuine way. For that reason, some of the main objectives of this didactic implementation were using students' experience, maximise their critical thinking while dealing with and analysing topics such as gender inequalities so as to finally implement effective and practical solutions to this serious matter. With these objectives in mind and the materials and the overall methodology used which was based chiefly on oral interaction and materials' analysis, students were supposed to acquire especially the Learning to Learn Competence, the Cultural Awareness and Expression Competence, the Social and Civic Competence and the Competence in Linguistic Communication, although all key competences are developed.

Therefore, as showed previously in the results of the questionnaires, students' awareness in terms of social challenges as well as their critical thinking can be raised and fostered from their own experience in scarcely four or five sessions. Hence, this methodology is widely satisfying for students as well as for teachers because of its implications for both personal and social aspects, proving that critical knowledge goes further than scholar institutions.

Proposals for the future

Having been a student for many years, a teacher in practising period and a future teacher in secondary education level, my main idea is to carry out the cross-featured feminist pedagogy in my future implementations and in parallel to encourage other teachers to design their unit plans following feminist aspects as well as experiential facts. Furthermore, monitoring the students' motivation concerning both their own interest in the topic and knowledge on their self-learning is relevant so as to design lesson plans and pupils' autonomy. Thus, quarterly questionnaires could be handed out

as an assessment tool to measure its effectiveness and adapt teaching materials to students' motivation and concerning.

Regarding the Aragonese curriculum, I would recommend improvements and real effectivity of its intentions in terms of fighting against sexist discrimination or violence against women as well as the addition of feminist contents which should be implemented in the classrooms.

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Gamification

<https://quizizz.com/>

<https://kahoot.com/>

7. Appendixes

Appendix 1

Field notes writing down during the teaching period

FIRST WEEK

	1º BACH	4º ESO	4º AGRUPAM	2º ESO
LUNES	Physical aspect Shoulder partner conversation	Text-Reading Tides(CLIC)	Listening vocabulary Tenses revision Present	Comparatives
MARTES	Quantity(friendship)- Vocabulary Shoulder partner conversation			Comparatives
MIÉRCOLES		Tides (CLIL) Individual work Reading A/an Jeny accuracy and complete explanations about grammar and vocabulary Zero conditional-song Funny explanation with schema and pictures	Verbal tenses revision (tabla muy aburrida) Hacer frases ES- EN (Translation exercises)	Video (oral) Text(vocabulary) "Amazing hotels"
JUEVES	Video body movement T or F (enseguida ha salido) Steps for reading text (explanation step + brief activities) Activities reading(20 min doing theme→Boring, waste time) Funnier class and atmosphere than the last sessions	1st conditional -> song video 2nd conditional Very theoretical, he loses the communicative chance to talk students with their shoulder partners Exercises individually- grammar(conditional)	Translation of stances "Crazy competitions" Da una lista de vocabulario antes de leer el texto Dos videos antes de leer el texto Listen to the text without text -> Listening Translation with text - >Remembering vocabulary	
VIERNES		Conditional	Translation	Finish the

		<p>exercises(p.62)</p> <p>Very theoretical but good examples instead</p> <p>Very communicative(Rodolfo)-</p> <p>>Listeners students</p> <p>PPP (with ???)</p> <p>suppositions/dossiers in order to wake</p> <p>conditional sentences</p>	<p>future tenses</p> <p>Reading activities (data, grammar)-></p> <p>very ???</p> <p>Deported speech-> PPP with images, dialogues and grammar explanation-</p> <p>>interaction with students</p>	<p>reading exercises-></p> <p>questions, numbers (orally)</p> <p>Comparatives with images and grammar tenses</p> <p>Sexist education:</p> <p>Images: women with clothes in a shop->"Men are strong"</p> <p>"What would you do if you had \$1000?"-</p> <p>Stereotypes:</p> <p>Asking a boy for what kind of car he would buy if he had \$1000</p>
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SECOND WEEK

	1º BACH	4º ESO	4º AGRUPAM	2º ESO
LUNES	<p>Reading + activities "body liar"</p> <p>+ preparation to EBAU</p> <p>Uses of get (because understand belong)</p> <p>Vocabulary exercises →time to do</p> <p>(Un alumno no tiene libro:¿nuevo?¿adaptación curricular? (nadie nos ha informado nada)</p>	<p>Comunicación análisis</p> <p>tuberculosis + explicación de la enfermedad</p> <p>1 and 2 conditional</p> <p>Women imagine romantic wonderful men who like them (llevar tacones aunque duelan y para ser más alta) (perpetuar amor romántico y tipo tradicional de hombre y amor tóxico (mujer quiere hombre también)</p> <p>Pedir dinero al padre</p> <p>Vocabulary : nouns and verbs (p63)</p> <p>Translation</p> <p>Homework</p>	<p>Verbal tenses</p> <p>revision→translation</p> <p>Gary-futbolista-otros deportes-sueños de élite (gold ball)(alimenta estereotipos)</p> <p>No permite pensar o practicar por las alumnas solas ->se gana tiempo dedicándoles tiempo</p> <p>Tabla tiempos</p> <p>Reported Speech</p>	<p>Accuracy x1000</p> <p>Reading +activities with comparatives</p> <p>PPP with too and PPT→different cases to use, both comparatives (funny original images)</p>

MARTES	Exercises on moodle→google docs para errores, correcciones, respuestas→ sirven de repaso para el examen Vocabulary exercises in class Activation with brainstorming (-ment, -tion, -sion, ship, -ness, -ence/-ance)			Comparison exercises Vocabulary in text (vert varied) Caso de acoso (geographical features)
MIÉRCOLES		Vocabulary→find the secret word, complete sentences (p63), select the correct words, find verbs in paragraphs Reading	Translation verbs exercises Theory reported speech Translation word by word Complete sentences	Reading and vocabulary→Translation No aprovecha topics to talk about (aborígenes, indígenas) (Sport and directions) Repetition of words orally in English List of vocabulary
JUEVES	Complete the sentences(physical/personality appearance) Listening activity→speaking(opinion, hypothesis of reality/activity of questions, T/F, choose the best description/answer) Create sentences with modals in oral skill→infinity, always, characteristics) Translation ES-EN	ABSENT	Translation sentences ES-EN Exercises with reported speech (translation grammar) Use of L1 to explain	
VIERNES		Conditional translation Activation/Explanation before video (TED desertification)	Translation sentences ES-EN Exercises with students	Activation before listening (aprovechar la actividad más) Repetition of vocabulary Complete sentences Match columns

THIRD WEEK

	1º BACH	4º ESO	4º AGRUPAM	2º ESO
MARTES	Reading + exercises Passive voices in Google Docs			Exercises with vocabulary: word cross, fill in the gaps

MIERCOLES	Students don't pay attention (it's boring, not academically attractive) Use of modals → direct translation ES-EN Exercises in the textbook: complete sentences, match columns, fill in the gaps, join sentences			
		Reading "You are what you eat" -> 3rd conditional Speech in pairs about the reading	Translation of sentences ES-EN use of pink for girls → video about using pink clothes in jail -> not explain the real reason: patriarchy, genre roles	Past sentences in order Comienzo frío y PUNTUAL Report about destination → writing with description and places → structure of a writing activity (Don't explain properly the relation between the report and the following exercises about structure) Very ambiguous exercises about structures in writing (example <u>match</u> paragraph 1,2,3) Reading + questions → not activation with images Presentation (video) to fill in gaps in a text → not instructions given, no time to read the text Enfado y grito
	JUEVES	PPT 3rd	Translation	

VIERNES		conditional: Exercises complete sentences with guided verbs and their own ideas Translation ES-EN with explanation of the time line for verbs	exercise ES-EN Questions about text "Think pink" FOR THE NEXT LESSON Kahoot reported speech	
		Translation sentences 3rd conditional Text with gaps (Presión por las notas, motivación extrínseca)→are they interest in this topic(robotics)?	Translation ES-EN Activities of the book about "Think pink"(he could have made other questions to criticise the text bc if you don't, you normalise machism) Dialogue→read aloud and write it in reported speech. (No ha hablado de lxs positivxs de la prueba de mononucleosis FALTA DE ÉTICA/APOYO)	How to do the writing for the exam Activation for reading → it can also be used for writing

FOURTH WEEK – MAY HOLIDAYS

FIFTH WEEK

	1º BACH	4º ESO	4º AGRUPAM	2º ESO
LUNES	Video 18' about women and relationship stereotypes (FILE EX. ADJUNTO) Correct exercises	Exam->Cheating	Writing structure Video about retrorunning-good interaction T-Ss Connectors and pronouns exercise-	EUGENIA Necesidad obvia de grupos NO MIXTOS→los niños copan las actividades y culpan a sus

...		TEST PETER	Traditional method TEST PETER	compañeras si tienen un error y si tiene más ni te cuento
	IMPLE	MENTA	TION	TIME

Appendix 2

Amy Webb: How I hacked online dating Worksheet

Vocabulary

serendipity: casualidad	matchmaker: casamentero	kinky: perverso
picky: exigente, quisquilloso	résumé: curriculum	shul: sinagoga
tight-knit: muy unido	high-five: chocar esos cinco	matzah: pan ázimo

Questions

1. How many possible candidates to date with Amy were there in Philadelphia?
2. What Asian language can Amy speak? And what computer language?
3. What happened in Amy's date with Steve, the I.T. guy?
4. Tick the right options. Amy wanted somebody ...

<input type="checkbox"/> Jewish	<input type="checkbox"/> who wanted children
<input type="checkbox"/> very religious	<input type="checkbox"/> like travelling to exotic places
<input type="checkbox"/> hard-working	<input type="checkbox"/> who weighed less than Amy
<input type="checkbox"/> sportive	
5. Amy designed a scoring system for her candidates. What was the minimum required ...

to email him	points	to start a relationship:	points
to date him:	points		
6. What two names does Amy give the perfect man for her?
7. Which were the most popular words used by the most popular women on online dating?
8. What is Amy's daughter name? Why?

Appendix 3

UNIT 6

VOCABULARY 2 Verbs

4 Listen and repeat. Which of the verbs can replace *said* in the sentences below?

announce • complain • decide • apologise • hope • inform • refuse • explain • warn • realise

1. "Sorry, it was my mistake," Amy said. *apologised*
2. "We've got too much homework," the students said. *said*
3. "Be careful – skiing can be dangerous," Roy said. *warned*
4. "The Danish team is the winner," the reporter said. *announced*

READING A magazine article

5 Journalists are always looking for interesting topics to report about. Read the article below. What makes it interesting?

THINK PINK

Sheriff Clint Low is the head of Mason County Jail in Texas. In 2005, Low decided to try an unusual weapon in the fight against crime: the colour pink. One day, he informed the prisoners that they had to wear pink uniforms and pink shoes. All the uniforms in his prison were dyed pink.

The prisoners were horrified, but Low had a plan. He realised that most men did not like wearing pink because the colour is often associated with little girls. He was right. The prisoners even refused to leave the prison to do community service – something they usually enjoyed – because they didn't want people to see them wearing pink in public. Low hoped that the prisoners would be so embarrassed by the pink uniforms that they would do anything to stay out of prison – even become honest citizens. Low's plan worked. Since he introduced the pink regime, 70% fewer prisoners have returned to his prison.

But that's not all. Some time after introducing the pink uniforms, Sheriff Low read that the colour pink has got a calming effect. So his next step was painting the walls of the prison cells pink. The effect has been amazing! Since then, there have been no more fights. Low explained to reporters that the pink walls kept the prisoners calm.

The prisoners have complained that the pink punishment is cruel – but Sheriff Low isn't apologising. He said he hoped that more prisons would follow his example and think pink!



Sheriff Clint Low

6 True or false? Correct the false sentences.

1. Since 2003, the prisoners at Mason County Jail in Texas have had to wear pink shoes. *by 2005*
2. The prisoners were happy about wearing pink uniforms. *they were horrified*
3. Sheriff Low read about the terrible effect of the colour pink on people's behaviour. *calming effect*
4. The walls of the prison cells are pink. *the walls were painted pink*
5. Sheriff Low thinks other prisons should have pink uniforms. *prisons should follow his example*

7 Answer the questions.

1. Why were the prisoners horrified by Low's plan?
2. Why did the prisoners in Low's prison refuse to do community service?
3. Which two facts show the success of Low's pink regime?

Workbook, page 51

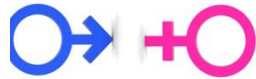
67

Appendix 4

Spanish Version

Este test servirá para analizar la utilidad de la metodología educativa usada en las siguientes cuatro clases. Marca con un O la respuesta que consideres.

¿Cuál es tu sexo?



1. ¿Consideras que hombres y mujeres tienen los mismos privilegios y oportunidades en nuestra sociedad?

SÍ

NO

2. ¿Crees que desde la educación se puede fomentar la igualdad?

SÍ

NO

3. ¿Recuerdas alguna actividad de clase que haya fomentado la desigualdad entre hombres y mujeres?

SÍ

NO

Si tu respuesta es **SÍ**. Especifica:

4. ¿Recuerdas alguna actividad de clase que haya fomentado la igualdad entre hombres y mujeres?

SÍ

NO

Si tu respuesta es **SÍ**. Especifica:

5. ¿Estás interesadx o conoces algún tema en concreto sobre la igualdad?

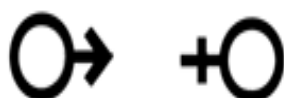
SÍ **NO**

Si tu respuesta es **SÍ**. Especifica:

English Version

This test will be used to analyse the utility of the educative methodology used in the next four lessons. Indicate if you agree or disagree with the following questions.

Your sex is



1. In our society, do you consider men and women have the same privileges and opportunities?

YES **NO**

2. Can education encourage/promote equality?

YES **NO**

3. In class, do you remember any activity for equality between men and women?

YES **NO**

If **YES**, specify your answer:

4. In class, do you remember any activity for inequality between men and women?

YES

NO

If **YES**, specify your answer:

5. Do you know or want to learn more about any concrete type of equality between men and women?

YES

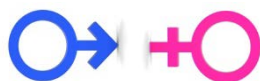
NO

If **YES**, specify your answer:

Appendix 5

Este test servirá para analizar la utilidad de la metodología educativa usada en las siguientes anteriores cinco clases. Marca con un O la respuesta que consideres.

¿Cuál es tu sexo?



Unidad didáctica de la profesora en prácticas

1. ¿Cuál crees que era la temática principal de las sesiones?

.....

...

2. ¿Consideras que entre hombres y mujeres hay desigualdades?

SÍ

NO

3. ¿La educación debería fomentar más la igualdad?

SÍ

NO

4. ¿Consideras que se habla lo suficiente de la mujer en los libros de texto?

SÍ

NO

Justifica:

5. ¿Te ha hecho pensar en algo que antes no te habías planteado?

SÍ

NO

Si tu respuesta es **SÍ**. Justifica:

6. ¿Estás interesadx en saber más sobre desigualdad entre sexos?

SÍ

NO

Justifica:

7. ¿Qué te ha gustado más?

Appendix 6

Lesson Plan: 4th of ESO		
<u>Specific learning objectives</u> <ol style="list-style-type: none"> 1. Identify sexist inequalities transmitted orally in videos, audio tracks 2. Create and combine complex oral discourses 3. Participate in dialogues and debates expressing critical ideas 4. Recognize sexism in written texts and express its specific content 5. Assume the new concepts and adapt them to previous knowledge 6. Discuss controversial topics and justify their opinion properly using objective and real information 		
<u>Specific evaluation criteria</u> The student can interpret specific sociocultural aspects in oral texts such as historical and artistic details, complaints, behaviour and linguistic register (Crit.IN.1.2.)	<u>Key competences</u> CCL-CMCT-CD-CAA-CSC-CCEC	<u>Measurable learning standards</u> Est.IN.1.1.2.
The student can express her/himself fluently taking into account the communicative context and register (Crit.IN.2.2.)	CCL-CD-CAA-CSC-CIEE-CCEC	Est.IN.2.2.1.
The student can use and explain written texts about culture and society (Crit.IN.3.1.)	CCL-CD-CAA-CSC-CCEC	Est.IN.3.2.1.
The student can elaborate formal and informal texts and express opinion according to social conventions and adjusting information to the addressee (Crit.IN.4.2.)	CCL-CD-CAA-CSC-CIEE-CCEC	Est.IN.4.2.1.
<u>Specific contents</u> Abilities and comprehension strategies: <ul style="list-style-type: none"> - Interpretation of the general and specific ideas of oral texts: documentary and experiential video - Clear and coherent oral expression of complaints, opinion and experiences related to the topic - Criticize and enhance critical thinking concerning written texts through combining previous concepts and new ideas - Recognition of formal and informal expressions in written and oral communication - Motivate hypothetical deduction since written context - Activation of the previous knowledge in grammar and vocabulary - Promote auto-correction and self-evaluation strategies Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> - Critical attitude towards stereotypes and machismo - Analyze female empowering through art - Show a street project fighting against sexism and its use of linguistic registers (formal, informal) - Quotations - Value English as information and communication tool 		

- Play *Quizziz*, *Kahoot* and a contextualized role-play

Communicative functions:

- Description of objects, pictures, maps, itinerary and historical female figures
- Exchange of points of view, advises and personal opinions
- Expression of hypothesis and logical deductions

Syntactic structures:

- Use and review of verbal tenses
- Phrasal verbs and prepositional syntagma
- The passive voice
- Count and non-count nouns and pronouns, plural and singular invariables, irregular plurals, quantifiers
- Personal dual gender (*female painter, male teacher*)
- Possessive pronouns
- The compound tense with coordination elements
- Use of connectors
- Relative clauses

Oral vocabulary of common use:

- Identification of the city (*Brooklyn, Zaragoza*)
- Artistic concepts (*pottery, canvas, graffiti, ceramic, print, portrait, graphic design...*)
- Word formation: composition (*teapot, landscape*), prefix and suffix (*realistic, harassment*)
- Informal vocabulary (*damn, butt, ass, what's up*)
- False friends (*still life*)

Talking, accented, rhythmic and intonation patterns:

- Differentiate the pronunciation of /s/, /z/, /iz/
- Contractions: *'ll, won't, 'd, can't, mustn't, shouldn't*

Lesson Plan: 4th grouping		
<u>Specific learning objectives</u> 7. Interpret general information transmitted orally in videos, audios and face-to-face in the classroom 8. Formulate simple sentences in oral communication 9. the 10. Assume and demonstrate the new concepts and adapt them to previous knowledge 11. Explain their own ideas and justify them properly		
<u>Specific evaluation criteria</u>	<u>Key competences</u>	<u>Measurable learning standards</u>
The student can interpret basic and general concepts from oral formats concerning daily issues (Crit.IN.1.1.)	CCL-CCEC-CD	Est.IN.1.1.1.
The student can express orally brief and clear ideas (Crit.IN.2.1.)	CCL-CAA-CSC-CIEE	Est.IN.2.1.1.
The student can outline general and specific information of written formats (Crit.IN.3.1.)	CCL- CMCT-CD-CAA-CSC-CCEC	Est.IN.3.1.1.
The student can produce formal and informal texts about daily issues and her/his personal interests using descriptive information (Crit.IN.4.1.)	CCL-CMCT-CAA-CSC-CIEE-CCEC	Est.IN.4.1.2.
<u>Specific contents</u> Abilities and comprehension strategies: <ul style="list-style-type: none"> - Interpretation of the main ideas of oral texts: opinion and personal experience - Oral participation about students' interests, points of view and experiences related to the topic - Use of deduction and solving strategies in written texts matching meanings and previous knowledge - Recognition of formal and informal expressions in written communication - Activation of the previous grammar and vocabulary knowledge Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> - Critical attitude towards stereotypes - Social conventions and linguistic registers (formal, informal) - Quotations - Use of non-verbal language - Play <i>Quizziz</i>, <i>Kahoot</i>, <i>Villa Paletti</i> and <i>Pictionary</i> Communicative functions: <ul style="list-style-type: none"> - Description of objects, pictures, maps, itinerary and historical female figures - Exchange of points of view, advises and personal opinions - Expression of hypothesis and logical deductions Syntactic structures: <ul style="list-style-type: none"> - Use and review of verbal tenses - Modal verbs (<i>can</i>, <i>could</i>, <i>should</i>, <i>must</i>, <i>have to</i>, <i>may</i>, <i>might</i>) and their syntactic structure - Count and non-count nouns and pronouns - Personal dual gender (<i>female fighter</i>, <i>male teacher</i>) 		

- Possessive pronouns
- Affirmative, negative and interrogative clauses
- Relative clauses
- Adverbial clauses: time and condition

Oral vocabulary of common use:

- Types of travels (*trip, journey, voyage, exploration, route*)
- Cardinal points on the compass
- General vocabulary about travelling (*destination, sailing, land, sea, captain, explorer, equipment, island*)

Talking, accented, rhythmic and intonation patterns:

- Differentiate the pronunciation of /s/, /z/, /iz/
- Contractions: *can't, mustn't, shouldn't*

Lesson Plan: 4th grouping		
<u>Specific learning objectives</u> 12. Interpret general information transmitted orally in videos, audios and face-to-face in the classroom 13. Formulate simple sentences in oral communication 14. the 15. Assume and demonstrate the new concepts and adapt them to previous knowledge 16. Explain their own ideas and justify them properly		
<u>Specific evaluation criteria</u>	<u>Key competences</u>	<u>Measurable learning standards</u>
The student can interpret basic and general concepts from oral formats concerning daily issues (Crit.IN.1.1.)	CCL-CCEC-CD	Est.IN.1.1.1.
The student can express orally brief and clear ideas (Crit.IN.2.1.)	CCL-CAA-CSC-CIEE	Est.IN.2.1.1.
The student can outline general and specific information of written formats (Crit.IN.3.1.)	CCL- CMCT-CD-CAA-CSC-CCEC	Est.IN.3.1.1.
The student can produce formal and informal texts about daily issues and her/his personal interests using descriptive information (Crit.IN.4.1.)	CCL-CMCT-CAA-CSC-CIEE-CCEC	Est.IN.4.1.2.
<u>Specific contents</u> Abilities and comprehension strategies: <ul style="list-style-type: none"> - Interpretation of the main ideas of oral texts: opinion and personal experience - Oral participation about students' interests, points of view and experiences related to the topic - Use of deduction and solving strategies in written texts matching meanings and previous knowledge - Recognition of formal and informal expressions in written communication - Activation of the previous grammar and vocabulary knowledge Sociocultural and sociolinguistic aspects: <ul style="list-style-type: none"> - Critical attitude towards stereotypes - Social conventions and linguistic registers (formal, informal) - Quotations - Use of non-verbal language - Play <i>Quizziz</i>, <i>Kahoot</i>, <i>Villa Paletti</i> and <i>Pictionary</i> Communicative functions: <ul style="list-style-type: none"> - Description of objects, pictures, maps, itinerary and historical female figures - Exchange of points of view, advises and personal opinions - Expression of hypothesis and logical deductions Syntactic structures: <ul style="list-style-type: none"> - Use and review of verbal tenses - Modal verbs (<i>can</i>, <i>could</i>, <i>should</i>, <i>must</i>, <i>have to</i>, <i>may</i>, <i>might</i>) and their syntactic structure - Count and non-count nouns and pronouns - Personal dual gender (<i>female fighter</i>, <i>male teacher</i>) 		

- Possessive pronouns
- Affirmative, negative and interrogative clauses
- Relative clauses
- Adverbial clauses: time and condition

Oral vocabulary of common use:

- Types of travels (*trip, journey, voyage, exploration, route*)
- Cardinal points on the compass
- General vocabulary about travelling (*destination, sailing, land, sea, captain, explorer, equipment, island*)

Talking, accented, rhythmic and intonation patterns:

- Differentiate the pronunciation of /s/, /z/, /iz/
- Contractions: *can't, mustn't, shouldn't*

Appendix 7

Lesson plan of 4th of ESO

Procedure	Timing	Interaction pattern
F i r s t l e s s o n: <u>Double introduction: The class and women in art</u>		
1. Pre-test for TFM Test for Researching subject	7 mins.	S
2. Introduction: Distribute cards of the game “Dixit”: 4 per person. Identify 1 or 2 cards with their personality and comment.	15 mins.	Ss-T
3. PPP: 2 word-clouds with terms about art: one in English and the translation in Spanish. <i>Pottery, graffiti, craft, oil painting, canvas, landscape, drawing, sculpture, painter, designer, ceramic, still life, portrait, nature, graphic design, print, realistic</i> In pairs, students will connect and intuit the English terms with their translation in Spanish	5 mins.	S-S
4. PPP: Correction in group of the previous exercise: <i>X and Y, which connection do you have? Z and W, do you think the same? Why?</i>	10 mins.	Ss-T
5. PPP: Art images to comment with the previous vocabulary seen and comment the works of art	15 mins.	Ss-T
6. Homework: Think and write down a work of art and the name of its artist ❖ Alternative plan: Talking about what they know about art. If they ever have practice it. What do they think about the artist try to express in the works of arts in the PPP? Which would be the differences nowadays?		Ss-T

Second lesson: <u>Invisibility of women in art</u>		
1. Check the sex of the artist requested in every student's homework and write it down on the blackboard (<i>III system</i>)	5 min.	Ss-T
2. Video Comment related to homework	10 min.	Ss-T
3. In pairs, share two different question cards written in passive voice Answer the questions in pairs (transcript here if necessary)	10 min.	S-S
Third lesson: <u>Artemisa Gentileschi</u>		
4. Show the question cards on the electronic board in order to explain the passive voice Share sheets. Textbook (p. 74)	10 min.	T-Ss
5. In groups of 4 Kahoot https://goo.gl/TiHdhj (master2018muro@ieselporillo.com)	10 min.	Ss
6. Share the text about Artemisa Gentileschi Look at the images. Description Show vocabulary sheet on the electronic board Read it in group	15 min.	Ss-Ss
7. In groups of 4, write 4 sentences in passive voice extracted from the text Hand sentences out to the teacher in the sheet provided	10 min.	Ss
Fourth lesson: <u>Street harassment</u>		
1. Correct the sentences from the previous lesson: Organise the same number of groups according to the number of mistakes. Every group have to explain the mistake	20 min.	Ss
2. Video of street harassment in three cities <i>Damn, ass, what's up, bless, butt, sweetie, harassment, winks, whistles, honk.</i>	5 min.	T-Ss
3. Share the brochure about an artistic street project Read and comment the programme: <i>What's the face expression of the women in the image? Are they happy? What do they want to demonstrate? What is the programme about? Are you interested in any? Why? Do you think these types of projects are necessary? And what about its results? Does it exist in</i>		

<i>the Spanish State? The case of La Manada is an example of this?</i>		T-Ss
4. In groups of 3, mark the correct answer using the passive voice and according with the topic https://goo.gl/7FxNFB (master2018muro@ieselportillo.com)	15 min. 10 min.	Ss
Fifth lesson: <u>Sexes inversion in the museum</u>		
1. Comment the general idea about Artemisa text	10 min.	T-Ss
2. Final Quizziz passive voice and the topics seen https://goo.gl/ieaKdW	10 min	Ss
3. Role play: Explain instructions, the scene and characters Explain AntiSpanish chips (they will be given to students who speak Spanish) Share cards of characters	10 min.	T-Ss
4. Play time	15 min.	T-Ss
5. Check out the chips	2 min.	T-Ss
6. Post-test for TFM Test for Researching subject	5 min.	S

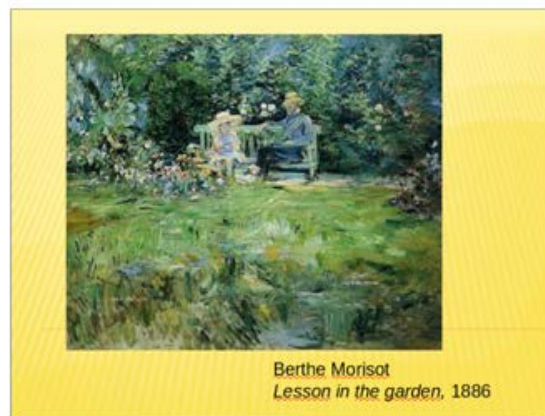
Lesson plan of 4th grouping

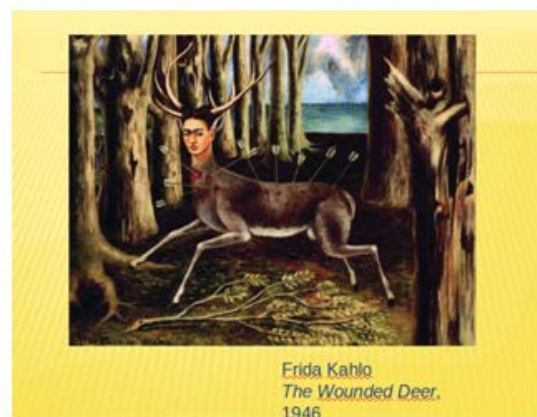
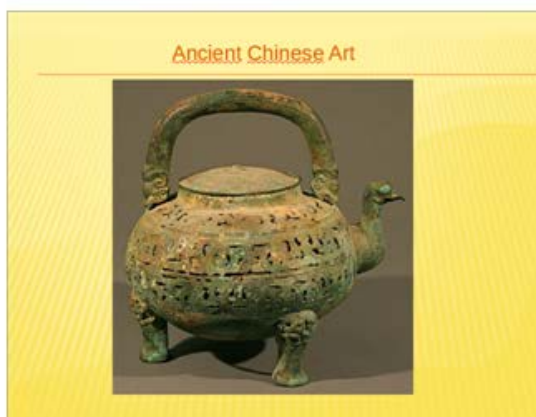
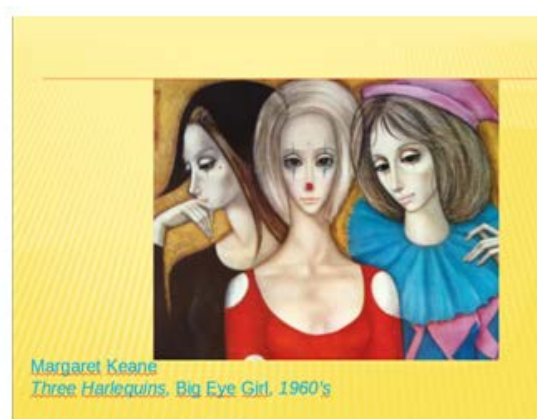
Procedure	Timing	Interaction pattern
First lesson: <u>Double introduction: The class and women explorers</u>		
7. Pre-test for TFM Test for Researching subject	5 mins.	S
8. Introduction: Distribute cards of the game "Dixit": 4 per person. Identify 1 or 2 cards with their personality and comment.	15 mins.	Ss-T
9. PPP: Word-clouds with modal verbs and travelling words <i>North, east, southwest, journey, trip, voyage, exploration, feature, destination, equipment, land, explorer, sailing, route, sea, captain, ship, island, map</i> <i>Can, could, should, must, have to, may, might</i> In groups of three, students will divide modals and travelling words Correction in group Can you add any other word?	10 mins.	S-S
10. PPP: Explorers and routes to comment with the previous vocabulary seen Comment the final quotation		Ss-T
11. Quizziz: https://quizizz.com/admin/quiz/5af1f73e51d385001ee405b0-(master2018muro@ieselporillo.com)	15 mins.	Ss
	5 mins.	
Second lesson: <u>Fighter and traveler women: Emma Goldman</u>		
1. Presentation: Which explorers do you know? (III system) What are the reason because you don't know any/a very few women in history? Would you like to learn more about them?	10 min.	Ss-T
2. PPP: In two groups, a <i>broken text</i> will be shared (preferably one or two parts to each student) Time to read and put in order with the clues of the table on the PPP: quotations in every part of text Correction	15 min.	Ss-T

<u>Th I r d l e s s o n : Modal verbs and EG</u>		
3. Quizziz: https://quizizz.com/admin/quiz/5af1f73c51d385001ce405b0 (master2018muro@ieselportillo.com)	15 min.	S-S
4. PPP Text: Read and understand the main idea Comment the quotation	15 min.	T-Ss
5. Video: https://goo.gl/2iZppi	5 min.	S
6. PPP: Show the 1 st slide about Modal verbs	2 min.	T-Ss
7. Kahoot in groups https://goo.gl/jgf9Mq	5 min.	Ss
8. Depending on the results: IF GOOD, share 10 syllable cards modals' structure sheet in order to create sentences with modal verbs and according to the text about Emma Goldman IF BAD, explain theory and share syllable cards modals' structure sheet in order to create sentences with modal verbs and according to the text about Emma Goldman Hand sentences out to the teacher	10 min.	T-Ss
<u>F o u r t h l e s s o n : Modal verbs and women explorers</u>		
1. PPP: Modal verbs with women Explain the use of the verb <i>How to use the +, - and ¿ form of these verbs? What other examples do you imagine to use them?</i>	15 min.	T-Ss
2. Kahoot in groups https://goo.gl/jgf9Mq Comment the results	10min.	Ss-T
3. Share 6 Dixit cards for every student Share structure sheet of modals They have to write down modal verbs according to the card they choose Hand sheets out the teacher	15min.	Ss-T

<p align="center">Third lesson: Medieval women builders</p> <p>1. Graphic of current women vs. men builder workers What's the reasons of this fact? Do you think this fact have been always the same, nowadays?</p> <p>2. Text</p> <p>3. In groups of three, play the game <i>Villa Paletti</i> — Explain instructions: They have to build a building as tall as possible. Two ways to get the pillars:</p> <ul style="list-style-type: none"> • One vocabulary word about the unit=1 pillar • A sentence with modal and vocabulary of the unit=2 pillars 	<p>5 min.</p> <p>20 min.</p> <p>15 min.</p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>
<p align="center">Fifth lesson: <u>Games</u></p> <p>1. PPP: Pictionary: The aim is to guess the word Explain the instructions: In two groups, students are a number from 1 to 5. Each group has a turn, one by one they throw a die with numbers 1-5. There is a sack there are four ways to guess (flashcards): blind painter, puppet, artist puppet and mime. The student assigned with that number will take flashcard from the sack. The teacher tells her/him a word which she/he have to act according to the flashcard extracted. One chip for each word guessed.</p> <p>2. PPP: <i>Villa Paletti</i> In the same two groups. Explain instructions: They have to build a structure as tall as possible. Two colours assigned by a die to every group. Two ways to get the pillars:</p> <ul style="list-style-type: none"> • One vocabulary word about the unit=1 pillar • A sentence with modal and vocabulary of the unit according with explorer women (slide 5)=2 pillars <p>Teacher will write answers down in the sheet Write points down of every group</p> <p>3. Post-test for TFM Test for Researching subject</p>	<p>15 min.</p> <p>10 min.</p> <p>5 min.</p>	<p>T-Ss</p> <p>Ss-T</p> <p>S</p>

Dixit cards

[illegible]



Video Women in art (subtitles handmade)

<https://www.youtube.com/watch?v=vdoGB4vQeSc&t=3s>

Question card about Video Women in art

Student 1

1. Why wielding a paintbrush by a woman was shocking 100 years ago?
2. Why the painting career of the Jane McAdam's mother couldn't be pursued?
3. How many women the Royal Academy was established for? Where were they represented in relation to men?
4. Why are all these facts a portrait of society?

Wield=usar
Paintbrush=píncel
Facts=hechos

Student 2

1. How many works of art are made by women in this gallery?
2. What labours were made by women?
3. Why the painting career of the Jane McAdam's father could be pursued?
4. Are these facts caused by machismo?

Labour=trabajo
Pursue=perseguir
Facts=hechos

Transcript Video Women in art

A life-drawing class at Hampstead School of Art. This would have been unthinkable but a hundred years ago. Women wielding a paintbrush is quiet shocking enough. Never mind the nudity. So we are underrepresented as artist in London in great institutions.

At the National Gallery for example, of the some 2300 works just 20 are by women. That in itself, a portrait of society. Just because there isn't a female signature on it, doesn't mean there weren't women around. We don't forget the women who helped prepare the canvas, helped prepare prime it and ground the pigment to make oil paints. So there would have always been a female presence. And of course to prepare the food for the artist, they also had to eat.

So that's a paint-roller, Jane McAdam Freud has personal experience of this. She built her successful career as a sculptor in her mother's name. She is Lucian Freud's daughter. But she says it was her mother Katherine, former Central Saint Martin's student who showed natural talent in her paintings. They were extraordinary. If I look at my father's paintings, of the same, sort of 15, 16, there was no comparison. He put the hours in and became a master at what he did. She was a mother in the end and had no... No time, no time, no hours left to pursue her career. Whereas my father, he put his, all his hours into his work. Because he could.

Female artist were quite literally in the background in 1768. The Royal Academy was established by 34 men and 2 women. Here they are all in the studio for a life drawing. But Mary Moser and Angelica Kauffman are represented only in portraits. It became a stronger institution and, in that way, excluded women. It wasn't appropriate for a woman to draw alongside a man, and certainly to draw a nude life model was completely out of the question. Not so these days. And in my second piece tomorrow, we'll see how women have been drawing from the margins of the artworld.

Passive voice Sheet

--- THE PASSIVE VOICE ---

- We use the passive voice when **the subject of the sentence is the receiver of the action**
- The main context of the passive voice is **formal texts and science**
- The use of the **VERB TO BE** is (always) obligatory

<p>Affirmative: The movie was filmed in the U.S.</p> <p>Negative: It wasn't filmed in Canada.</p> <p>Yes/No Question: Was it filmed in Hollywood?</p> <p>Short Answer: No, it wasn't.</p> <p>Wh- Question: Where was it filmed?</p> <p>Subject Question: Which movie was filmed in Canada?</p>	<p>Observe affirmative statements, negative statements, and questions with the passive voice. Never use <i>do</i>, <i>does</i>, or <i>did</i> with the passive voice.</p> <p>(<i>Wrong:</i> The movie didn't filmed in Canada.)</p>
<p>Active: She saw him.</p> <p>Passive: He was seen by her.</p> <p>Active: They helped us.</p> <p>Passive: We were helped by them.</p>	<p>Notice the difference in pronouns in an active sentence and a passive sentence. After <i>by</i>, the object pronoun is used.</p>

EXAMPLES	EXPLANATION
Popcorn is sold in movie theaters. Old movies were filmed in black and white. Many movies have been made in Hollywood.	Passive verb = a form of <i>be</i> + past participle
<p>subject verb object</p> <p>Active: The children saw the movie.</p> <p>subject verb by agent</p> <p>Passive: The movie was seen by the children.</p>	<p>Compare active and passive. The object of the active sentence (<i>movie</i>) is the subject of the passive sentence.</p> <p>If the agent of the action (the person who performs the action) is mentioned, it follows <i>by</i>.</p>

Verbal forms of the passive voice

Tense	Active	Passive = Be + Past Participle
Simple Present	A committee chooses the winner.	The winner is chosen by a committee.
Present Continuous	They are presenting an award now.	An award is being presented now.
Future	They will pick the best movie. They are going to pick the best movie.	The best movie will be picked . The best movie is going to be picked .
Simple Past	They announced the winner's name.	The winner's name was announced .
Past Continuous	They were interviewing the winners.	The winners were being interviewed .
Present Perfect	They have chosen the best movie.	The best movie has been chosen .
Modal	You can see the movie on DVD.	The movie can be seen on DVD.

WOMEN TO THE FRONT: ARTEMISIA GENTILESCHI

Artemisa Gentileschi is a late Renaissance Italian painter and one of the most influential female painters of all time. Working in an era where women painters were virtually non-existent or ostracized, Gentileschi beat the odds and created an extremely unapologetic work about being a woman through her feminist thought. Even today, many of her paintings are being reassigned to Artemisia because they were originally attributed to her father.

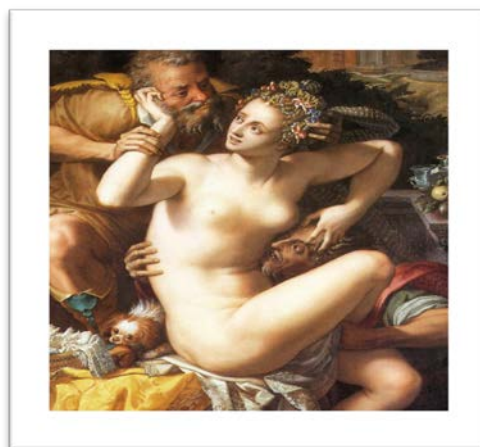
Her most famous piece, *Judith Slaying Holofernes*, is notable for its depiction of women in physical power and superiority over the man. There is a sense of violence and struggle in this painting using physical strength to overpower Holofernes.



At the time of this painting, Gentileschi was involved in a seven month trial against her art tutor who had raped her. Also of note, during Gentileschi's rape she had called for help to the other female renter in the building, who later denied the entire fact. But instead of turning against the renter, this inspired Gentileschi a sense of companionship amongst women which can be seen in the

Another great painting by Gentileschi is her work of *Susanna and the Elders* (left), painted at the age of seventeen years old. It shows the girl Susanna bathing while is spied on by two men, who threatened her to tell everyone that she was no longer a virgin (whose punishment was the death) or to have sex with them. Alessandro Allori also represented the same scene (right) four years earlier. However, this time Susanna looks almost happy. Really is there no sign of pain when someone is forced to choose between rape and death?

In short, Gentileschi was able to represent this human struggle and anguish through the true horrors of men and the world. She knew how to capture the fury of women that wasn't honestly represented in that time period.



Sentences with Passive Voice about Artemisa Gentileschi

- ❖ Create sentences in the passive voice extracted from the text about Artemisa Gentileschi.

DON'T FORGET TO USE THE VERB *TO BE*!!

Subject	Verb	Object

Video Street harassment (handmade combination not possible to be attached in this document)

<https://www.youtube.com/watch?v=b1XGPvbWn0A>

<https://www.youtube.com/watch?v=mNcYDSN3f7c>

<https://www.youtube.com/watch?v=CNeuc7RHhnQ>

Brochure Stop women telling to smile

STOP TELLING WOMEN TO SMILE

5 Year Anniversary Program

November 4, 2017
Electropositive
639 Classon Ave
1-9PM

We will examine art, feminism, and how to challenge sexual harassment in our everyday lives

Do the Work to Unlearn Your Sexism
Conversation with Mychal Denzel Smith
1:30PM

What Would a World With Male Allies Look Like?
Workshop with Brooklyn Movement Center
2:30PM

Women Artists in the Public Space
Conversation with Swoon
4PM

I Am (Hear)
Screening and talk from artist and activist Olympia Perez
5:30PM



Stop Telling Women to Smile
Presentation from Tatyana Fazlalizadeh
6:00PM

With wheat paste poster making from ArtBridge, block printing from Brooklyn Movement Center, photo sessions for STWTS, and free posters from Amplifier Foundation and STWTS. With info from Hollaback and StopStreetHarassment.org

RSVP: www.electroposi.tv/e-events/stwts

As part of the project, women are asked questions about their experiences with sexual harassment and encouraged to share their story. Audience members will be





PPT

Role-
play

WELCOME
TO...



Role play

Scene: Art Gallery El Portillo

Characters: Artists

Director of the gallery

Pedestrians (people in the street)

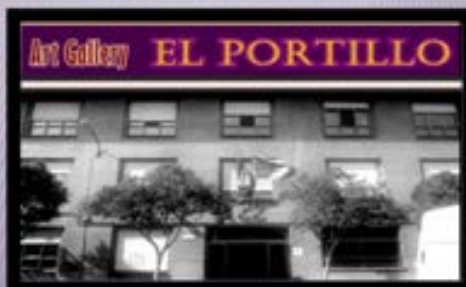
Character cards → Objective

SPEAK ENGLISH

DON'T SPEAK SPANISH ●

Let's act
and ...

enjoy the visit!



Character Tickets of the role-play

Job: Artist

Name: Frida Kahlo

Personality: Active, emotional, enthusiastic

Work of art: *Sin Esperanza*



Objective: Talk to the director of the Art Gallery El Portillo in order to publish your work of art

Job: Artist

Name: Margaret Keane

Personality: Serious, bad-tempered

Work of art: *Melancholy Menagerie*



Objective: Talk to the director of the Art Gallery El Portillo in order to publish your work of art

Job: Artist

Name: Artemisa Gentileschi

Personality: Critical, fighter, ironic

Work of art: *Judith slaying Holofernes*



Objective: Find and unite the women artists in order to demonstrate and act against the director of the Art Gallery El Portillo

Job: Artist

Name: Tatyana Fazlalizadeh

Personality: Critical, direct,

Work of art: *Judith slaying Holofernes*



Objective: Find and unite other women artists in order to demonstrate and act against machismo

Job: Director of the Art Gallery El Portillo

Name: Mr. Lippy

Personality: Joking, happy, freak

Objective: Find an artist man to publish his works of art



Job: Director of the Art Gallery El Portillo

Name: Mr. Flaky

Personality: Joking, happy, sexist

Objective: Find an artist man to publish his works of art. Women can't paint



Job: Director of the Art Gallery El Portillo

Name: Mr. Lippy

Personality: Joking, happy, freak

Objective: Find an artist man to publish his works of art



Job: Director of the Art Gallery El Portillo

Name: Mr. Flaky

Personality: Joking, happy, sexist

Objective: Find an artist man to publish his works of art. Women can't paint



Character: Person in the street
Name: Mary
Personality: Cheerful, nervous



Objective: Observe the situation in the Art Gallery El Portillo and act according to her/his sense of justice

Character: Person in the street
Name: John
Personality: Cheerful, nervous



Objective: Observe the situation in the Art Gallery El Portillo and act according to her/his sense of justice

Character: Person in the street
Name: Lucy
Personality: Cheerful, nervous



Objective: Observe the situation in the Art Gallery El Portillo and act according to her/his sense of justice

Character: Person in the street
Name: Helen
Personality: Cheerful, nervous



Objective: Observe the situation in the Art Gallery El Portillo and act according to her/his sense of justice





Materials for 4º grouping course

Dixit cards



PPT Word cloud and explorer women



Nellie Bly, 1890
72 days, 6 h. 11' 24"

*Tand-nagar
Rynder
Shepetap
Sak-nagsternagar
Rachokanar*

Sacagawea, 1804-1806
interpreter and guide

*Tand-nagar
Rachokanar
Epaktonepakoin
Shepetap*

Amelia Earhart, 1921
1st female pilot to fly across the Atlantic Ocean

*Rachokanar
Shepetap
Richt-walo
Deenar*




Krystyna Chojnowska-Liskiewicz, 1976-1978
First Lady of the Oceans: 31,166 nautical miles in 401 days

*Rachokanar
Shepetap
Sak-nagsternagar*

Grown people should be aware that sometimes in life is lonely. But during the trip I was not plagued by loneliness. I was not lonely, but alone. There's a difference.

PPT Emma Goldman



Emma Goldman (1869-1940)



<p>Part 1</p> <p><i>"All a Jewish daughter need to know is how to prepare gefilte fish, cut noodles fine, and give the man plenty of children"</i></p>	<p>Part 2</p> <p><i>An exceedingly woman in America</i></p>
<p>Part 3</p> <p><i>"I demand the independence of woman, her right to support and live for herself; to love whomever she pleases, or as many as she pleases"</i></p>	<p>Part 4</p> <p>The speaker traveller</p>
<p>Part 5</p> <p><i>"Your ideal has been my ideal for 45 years, and it will remain to my last breath"</i></p>	<p>Part 6</p> <p><i>"Someday, sometime long after we're gone, liberty may again raise its proud head. It is up to us to open its way – dim as our torch may seem today – it is still the one flame."</i></p>

[...]

As once said when a young man tried to stop her from dancing she would never stop fighting for a world where liberty was the birthright of every human being, and where women could love, love, and dance as freely as they wanted:



"If I can't dance to it, it's not my revolution!"
Emma Goldman

Broken Text Emma Goldman

<p>Emma Goldman was born in 1869 to Jewish parents in the Russian empire of and raised by a distant mother and an abusive father who tried to force her to marry at age 15. When she refused, he threw her French grammar book in the fire, saying girls do not have to learn much. So she refused the idea of womanhood and, at the age of 16, she escaped her father by <u>emigrating</u> to the United States.</p>	<p>Once there, she discovered her personal revolution based on freedom and rejection of the government, religion, war, business interests, and even marriage. Goldman quickly became one of the most famous radical figures in America and the famous reporter and explorer, Nellie Bly, called her "Little Joan of Arc". Over the years, Goldman was sent to prison for her ideas several times.</p>
<p>She supported for female independence, lesbians and gay rights as well as birth control and the sexual freedom of women. She believed that women needed to reject the sexist rules of societies and governments and defended their right to make decisions about their lives and their bodies.</p>	<p>In 1919, American authorities finally declared her American citizenship invalid, and deported her back to Russia. But she discovered Soviets was another repressive regime so she travelled abroad speaking out about the oppressiveness of the communist country. Finally, she returned to America in 1934. On her final U.S speaking tour, her speeches were about the fascism of Hitler's Germany and the communism of Stalin's Russia.</p>
<p>A bit later, at 67, she travelled to Barcelona to support workers and anarchist who had risen up against fascism during the Spanish Civil War. She called them a "shining example" to the rest of the world and told an audience of 10,000 people.</p>	<p>Despite of deportation, threats of violence, and prison, Goldman never <u>hesitated</u> her beliefs and convictions in the name of the truth. She hoped that her example could light the way for future generations as well.</p>

Video Emma Goldman

<https://www.youtube.com/watch?v=8qlagAdlt6o>

PPT Modal Verbs

MODAL VERBS

Ability, requests, possibility:
CAN COULD BE ABLE TO

CAN	Ability	I can speak many languages.
	Request	Can I go to the party?
	Possibility/Impossibility	She can't be at home, I saw her 10 minutes ago.
COULD	Past ability	He could swim when he was only four.
	Polite request	Could you help me, please?
	Polite suggestion	You could take a taxi to the station.
BE ABLE TO	Possibility	It could be useful to learn about other cultures.
	Ability and opportunity in the past, present or future	I am able to get all the work done. Were you able to stop the car in time? They won't be able to stop it.

Permission, possibility:
MAY MIGHT

MAY	Permission (formal)	You may telephone from here.
	Polite request	May I take a photo?
	Possibility	He may not go to the party. He's sick.
MIGHT	Possibility	I might be working late tomorrow. He might not be at home. What might happen?

Obligation, necessity, prohibition:
MUST HAVE TO NEED TO

MUST	obligation, necessity, deduction in the negative form – prohibition	You must take your medication regularly. My glasses must be here somewhere.
MUSTN'T	Prohibition	He mustn't tell anyone what I said.
HAVE TO	Obligation necessity	I have to work on Sundays. Do you have to get your passport?

MODAL VERB
+
INFINITIVE

Examples:

- ❖ I can **sail** a boat
- ❖ It may **not rain** tomorrow
- ❖ Should I **buy** this map?

Sentences with modal verbs about Emma Goldman

- ❖ Create sentences according to the text about Emma Goldman and using the modal verbs.

WHO? (subject)	VERB		WHAT? (complements)
	Modal	Infinitive	

PPT Explorer Women and Modal Verbs



I **have to** use a map for every route



You **can't** drive a helicopter



You **should** support the female independence



Could you read this article about social and sexist politics?

VOCABULARY OF UNIT 8. EXPLORERS AND MODAL VERBS

Equipment	Map	Trip	Stage
River	Bag	Glasses	Ship
Boat	Plane	Helicopter	Continent
To die	Sea	North	Explorer
Interpreter	Route	Flight	Sailor
To navigate To sail	Land	Destination	Boat
Captain	To fly	Expedition	Clothes
Water	Country	Guide	Pilot

Appendix 9

Rubric for 4th of ESO

Factual information	Vocabulary	Correctness of Language	Fluency
3 In contained more than 3 facts about sexism	3 Student used a wide variety of vocabulary seen in the lesson plan	3 Less than 10% of words contain pronunciation errors and grammar mistakes	3 Good L2 intonation and confident in speech
2 The student gave between 2-3 facts about sexism	2 Student used the necessary vocabulary and in a correct way	2 Between 11% and 40% of words have pronunciation errors and grammar errors	2 Mechanical expressions and pauses
1 The student gave 1 fact about sexism	1 Student used vocabulary incorrectly and basic words – need to replicate	1 More than 40% of words have pronuntiation errors and grammar errors	1 Little intonation, many pauses, hesitation

Table adapted from Griffith, W.I. & Lim, H. (2012)

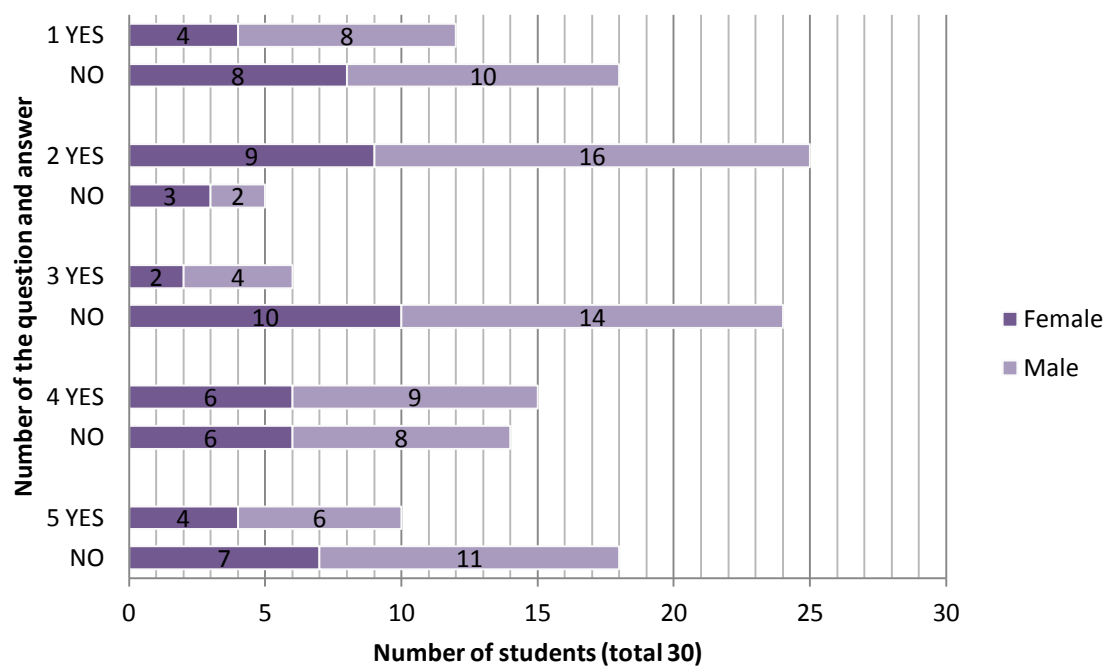
Rubric for 4th grouping

Vocabulary	Correctness of Language	Fluency
3 Student used a wide variety of vocabulary seen in the lesson plan	3 Less than 10% of words contain pronunciation errors and grammar mistakes	3 Good L2 intonation and confident in speech
2 Student used the necessary vocabulary and in a correct way	2 Between 11% and 40% of words have pronunciation errors and grammar errors	2 Mechanical expressions and pauses
1 Student used vocabulary incorrectly and basic words – need to replicate	1 More than 40% of words have pronuntiation errors and grammar errors	1 Little intonation, many pauses, hesitation

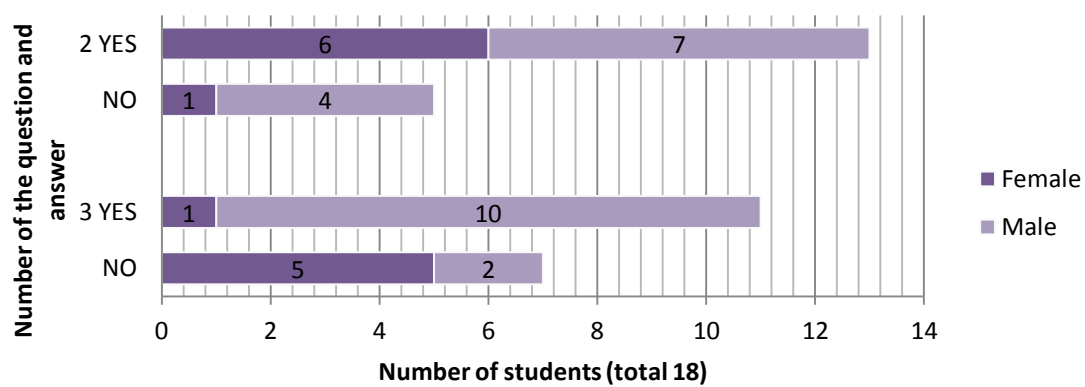
Table adapted from Griffith, W.I. & Lim, H. (2012)

Appendix 10

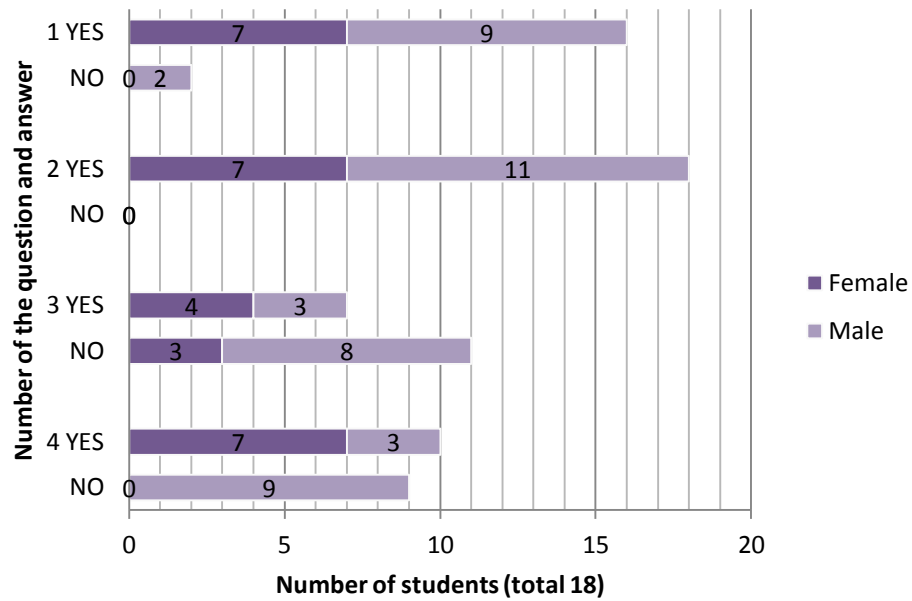
Pre-test data in 4th of ESO and 4th grouping



Post-test data in 4th of ESO. Questions 2 and 3 about the role play



Post-test data in 4th of ESO about the Didactic Unit implemented



Post-test data in 4th grouping

