

# **Gender-Based Violence Prevention through New Alternative Masculinities in the English Class**

Prevención de la violencia de género a través  
de las nuevas masculinidades alternativas en el  
aula de inglés

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## **Resumen**

Se ha demostrado que los adolescentes perciben un modelo de atracción que incluye conductas violentas debido al contexto en el que socializan hoy en día. Además, esta relación entre atracción y violencia es una de las posibles causas de la violencia de género entre los jóvenes. Por ello, una medida principal para acabar con esta violencia es la socialización preventiva en la adolescencia. Esta socialización preventiva consiste principalmente en promover relaciones respetuosas basadas en la concepción de nuevos roles masculinos vistos como roles atractivos, para así romper el vínculo entre atracción y violencia. Por tanto, este artículo pretende motivar especialmente a los profesores de lenguas extranjeras a tratar este tema en clase, ya que la enseñanza de una lengua extranjera permite tratar más contenidos transversales que cualquier otra asignatura.

## **Palabras Clave**

Violencia de género, nuevas masculinidades alternativas, socialización preventiva, inglés como lengua extranjera, Educación Secundaria Obligatoria.

## **Abstract**

Some studies have found that teenagers are socialized into a model of attraction that includes violent behavior due to the context that is constructed around them nowadays. Moreover, this relation between attraction and violence is one of the possible causes of gender violence among them. That is why preventive socialization in youth is considered as a main measure in order to end gender violence. Regarding this preventive socialization, promoting nonviolent relationships based on making new masculine gender roles seen as attractive is essential to break the link between attractiveness and violence. For this reason, this article aims to encourage especially foreign language teachers to deal with this topic in class, as teaching a foreign language allows dealing with more cross-curricular contents than any other subject.

## **KeyWords**

Gender-based violence, new alternative masculinities, preventive socialization, English as a Foreign Language, Secondary Education.

### **1. Introduction and Justification**

According to the European Institute for Gender Equality, the terms “gender-based violence” and “violence against women” are used interchangeably as most gender violence is inflicted on women and girls by men. However, using “gender-based” is important as it highlights the fact that it is a phenomenon deeply rooted in gender inequality (EIGE, n.d.-b). Moreover, the World Health Organization has postulated gender violence as a global health problem of epidemic proportions, with 35% of women experiencing some form of violence in their lifetime, regarding whether intimate partner or non-partner (WHO, 2014). Following the same lines, the results of the macro-survey on gender violence conducted in Spain in 2015 shows that 24.2% of women aged 16 and over have been victims of physical or sexual violence by their partner, ex-partner or third parties (Miguel Luken, 2015). Lastly, focusing on gender violence concerning teenagers, the latest report by ANAR Foundation, which provides data collected from calls received in 2014 by the foundation’s adolescent helpline service, indicates that 34.9% of the total calls alerting gender violence were 17 years old, 27.7% were 16 years old and 16.5% were 14 years old. This report also highlights that in the 51.1% of the calls the adolescent is not aware of being a victim (ANAR, 2014).

With all these data presented, we can agree that introducing practices in schools to prevent gender violence is essential in order to build a better society, since it is important to carry a philosophy of “zero tolerance” against violence among youth and since schools are institutions where adolescents socialize and are grown as social individuals.

It is also worth noting that some Spanish studies have found that several teenagers link attractiveness with violence, like the study conducted by CREA (Community of Research on Excellence for All), a research center that was born in the University of Barcelona. According to this study, a socialization process among teenagers promotes this association. Adolescents are socialized into a model of attraction that includes violent behavior due to the context that is constructed around them nowadays (i.e., social images, publicity, teen interaction or films and songs that enhance domination and other values held in the hegemonic masculine model, like its violent expression). All of this context appears to influence teenagers’ choices and experiences and also helps to shape their identity. In other words, adolescents’ personalities are built within their families but also in schools, where they start to assume and develop particular patterns of behavior (Valls et al., 2008).

The results of the aforementioned study suggest that the relation between attraction and violence is one of the possible causes of gender violence among teenagers. As it is said before, adolescents feel attracted to people who epitomize the model of hegemonic masculinity, which Connell (1995) defines as “the configuration of gender practices that embody the current legitimacy of patriarchy, which involves the dominant position of men and the subordination of women” (p. 184). In addition, teenagers’ relationships who embody dialogue, tenderness and affection are seen as passive and monotonous, which results in lack of interest or unattractiveness. That is why preventive socialization in youth is considered as a main measure in order to end

gender violence. Therefore, gender violence is being addressed along with preventive practices within the field of education and some schools are already working from this perspective (Valls et al., 2008).

Concerning this preventive socialization, promoting nonviolent relationships based on dialogue and respect as well as new masculine gender roles that are more egalitarian is necessary, but it is not sufficient, as it is essential to make these alternative masculine models attractive as a way to completely break the link between attractiveness and violence. For instance, nonviolent masculine models can be presented in the media as referents or goals to achieve, however, it is also indispensable to ensure that these models are portrayed as attractive (Valls et al., 2008). According to Flecha, Puigvert and Ríos (2013) and with regard to this approach of preventive socialization of gender violence, there are significant studies in the area which allow the classification of masculinity into three models: Dominant Traditional Masculinities (DTM), Oppressed Traditional Masculinities (OTM) and New Alternative Masculinities (NAM). Both DTM and OTM share one common characteristic: their affective-sexual and personal relationships are not egalitarian. Regarding DTM men, their relationships consist of domination and psychological, physical or sexual violence. They also oppress OTM men, who are not aggressive or sexist, but at the same time they are unattractive and do not arouse desire. In order to face this situation, OTM men usually react in two different ways: they develop insecurities (e.g., complexes about their sexual performance) or they start a resocialization with the aim of “conquering” girls, thus becoming DTM men. On the contrary, NAM men embody two fundamental characteristics: self-confidence and courage, which they use to confront negative attitudes from DTM such as sexism, racism or homophobia. This model of masculinity represents a real alternative to traditional masculine roles because it pursues egalitarian relationships, actively combats gender violence and endows those men who practice NAM with attractiveness and desire. Consequently, NAM is the most successful model in the fight against gender violence, as these men are not only egalitarian but also attractive (Flecha García et al., 2013).

As previously mentioned, it is essential to overcome traditional models and to promote NAM among teenagers in order to break the relation between violence and attraction. For this reason, this article aims to encourage teachers to elaborate units of work presenting that topic, especially in the subject of English as First Foreign Language for two reasons. First of all, in accordance with the Article 13.2 of Royal Decree 1105/2014, of 26<sup>th</sup> December, the subject of First Foreign Language is compulsory in Secondary Education and *Bachillerato*, so the message of changing the way adolescents socialize will be able to reach many teenagers and will help NAM to be seen as attractive. The second reason is that teaching a foreign language allows dealing with more cross-curricular contents than any other subject, since transversality in terms of ethics is closely related to culture. Thus, this connection regards intercultural perceptions, which make culture susceptible to be considered as a general framework for action within transversality in Foreign Language subject. As foreign language learning is not only influenced by knowledge and skills, individual personality factors such as attitudes, motivations, values, beliefs and cognitive styles are particularly relevant to the creation of learners' personal identity (Guijarro Ojeda, 2006).

Taking all of the above into account, this article will address the elaboration of a fictional unit of work titled “Building Gender Justice”. This unit of work will be

especially designed for third year of ESO and will be intended to address preventive socialization among teenagers with regard to eradicate gender violence.

## **2. Spanish Legal Framework and the *Common European Framework of Reference***

The implementation of some guidelines provided by the European, Spanish and regional legislation is necessary to elaborate a proper unit of work. Therefore, I have considered the following frames of reference:

- Spanish legislation
  - Organic Law 8/2013, of 9<sup>th</sup> December, for the improvement of the quality of education (LOMCE).
  - Royal Decree 1105/2014, of 26<sup>th</sup> December, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate.
  - Order ECD/65/2015, of 21<sup>st</sup> January, which describes the relations among competences, contents and evaluation criteria in Primary School, Compulsory Secondary Education and Baccalaureate.
  - Royal Decree 310/2016, of 29<sup>th</sup> July, which regulates the final evaluations of Compulsory Secondary Education and Baccalaureate.
- Regional legislation
  - Law 17/2007, of 10<sup>th</sup> December, of Education in Andalusia.
  - Decree 111/2016, of 14<sup>th</sup> June, which establishes the organization and the curriculum of Compulsory Secondary Education in Andalusia.
  - Instruction 9/2020, of 15<sup>th</sup> June, which establishes aspects of organization and operation for Compulsory Secondary Education schools.
- *Common European Framework of Reference (CEFR)*
  - Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press. Retrieved from <https://rm.coe.int/16802fc1bf>
  - Council of Europe (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion volume with new descriptors*. Cambridge: Cambridge University Press. Retrieved from <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

### 3. Contextualization of the High School

The unit of work “Building Gender Justice” will be elaborated considering the characteristics of I.E.S. Generalife. All the unit’s contents and activities will be created to be hypothetically applied to 3<sup>rd</sup> year of ESO class.

#### 3.1. Location and Socioeconomic Context

I.E.S. Generalife is a Secondary Education and Baccalaureate school located in Huerta del Rasillo Street, in the Ronda district of Granada and next to the ring road. Because of its location, students come from all over the periphery of Granada. Generally speaking, this area has a medium socioeconomic and cultural level (I.E.S. Generalife, 2015).

One of the most important characteristics of I.E.S. Generalife is the school’s commitment to languages. The school’s administration and the teachers are very proud of this dedication. The school provides students the opportunity to register for a very solid and distinguished multilingual program during their education and it is one of the few high schools in Spain to offer *Bachibac*, a dual degree that allows students to enroll in both Spanish and French universities.

The school has around 700 students distributed in four groups of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> of ESO, three groups of 1<sup>st</sup> and 2<sup>nd</sup> of Baccalaureate, and two groups of Higher Technical Certificate in Management Assistance. These students range from 12 years old in 1<sup>st</sup> year of ESO to, normally, 18-20 years old in the Higher Certificate and Baccalaureate (I.E.S. Generalife, 2015). Among the characteristics of the students and their families, it is worth mentioning some points:

- Most of the students belong to middle class and are children of public employees like teachers, police officers or health personnel.
- Many students combine their academical studies in this school with other complementary studies of music, languages or dance.
- The level of concern of families regarding the education of their children and their interest in developing multilingual programs is high.
- There are not many students from other cultures or nationalities, although their level of integration is good.
- Only a few of students are repeaters.
- In general terms, students are responsible and disciplined, as well as they have hard-working and good coexistence habits.

#### 3.2. Facilities

The I.E.S. Generalife has 3 buildings: a main building housing the ESO and Baccalaureate classrooms, departments and other rooms such as the assembly hall, a smaller one focused on vocational training and a gymnasium. In addition, there are several outdoor sports courts and playgrounds. Other specific spaces and classrooms include: a library, computer rooms, several laboratories, a Technology workshop and a Music classroom.

It is worth noting that all classrooms are equipped with projectors, loudspeakers and Wi-Fi connection. The ESO classrooms have also a digital board. Moreover, the school has trolleys with laptops for students' use.

### *3.3. English Department*

The English department consists of 7 teachers, 4 of whom have a permanent position in the school and 3 have not.

According to the Department Program, each teacher has the right to use the teaching and learning methods that he or she considers most appropriate to the level of development, aptitudes and abilities of the learners within the provisions of the school's educational project and under the protection of the legislation. However, they agreed some textbooks to follow for each year course:

- 1<sup>st</sup> ESO: DYNAMIC 1, by Paul Kelly, Helen Halliwell & Sarah Walker. Oxford University Press. ISBN 978-0-19-416668-3.
- 2<sup>nd</sup> ESO: NEW ENGLISH IN USE - ESO 2, by Linda Marks & Charlotte Addison. Burlington Books. ISBN 978-9963-51-664-3.
- 3<sup>rd</sup> ESO: DYNAMIC 3, by Paul Kelly, Helen Halliwell & Sarah Walker. Oxford University Press. ISBN 978-0-19-434765-3.
- 4<sup>th</sup> ESO: NEW ENGLISH IN USE - ESO 4, by Linda Marks & Charlotte Addison. Burlington Books. ISBN 978-9963-48-945-9.
- 1<sup>st</sup> and 2<sup>nd</sup> Baccalaureate: GATEWAY B2+, by Spencer, D. & Holley, G. MacMillan. ISBN 978-0-230-47321-8.
- Higher Technical Certificate in Management Assistance: OFFICE ADMINISTRATION, by Walker, D. Burlington Books. ISBN 978-9963-51-053-5.

Both the contents and the order of units appearing in these books can be altered according to the learning progress of the students.

### *3.4. School Plans*

*Multilingual Program.* This program is the hallmark of the I.E.S. Generalife. It began in 2011 as a pilot project aimed at introducing French into the contents of non-language subjects. Later, English was also introduced in these subjects and this program evolved from a bilingual dimension to the current multilingual one. Its most important

features include the maximum number of hours in English and French subjects and specific materials to teach most of the content of non-language subjects in one of these two languages.

Students from ESO groups will choose two subjects between Mathematics, Physical Education and Technology in order to be taught in English. In addition, another two subjects of student's choice between Biology and Geology, Plastic Education, Geography and History, Philosophy and Scientific Culture are taught in French. In contrast, in 1<sup>st</sup> course of Baccalaureate only one subject is taught in English (Physical Education) and one subject in French (Scientific Culture). For 2<sup>nd</sup> course of Baccalaureate, only the European Culture subject is offered in French as part of this multilingual program.

Other aspects of this program include the possibility of receiving lessons by language assistants and participating in language exchanges and immersions. In addition, students are also prepared for *Cambridge* (English) and *DELF Scolaire* (French) exams.

Finally, the attribute of this program for which the school can most boast is *Bachibac*. As already explained above, *Bachibac* is a dual degree that offers students the possibility of simultaneously obtaining the Spanish Baccalaureate Degree and the French *Diplôme du Baccalauréat* at the end of their post-compulsory secondary education. This allows students to enroll in both Spanish and French universities. Only 8 schools offer this modality of Baccalaureate in Andalusia.

*Erasmus+*. This European program promotes training activities abroad for teachers involved in secondary education. It offers opportunities such as courses, observational periods or mobility in order to improve teaching skills. Moreover, vocational training students can do their internships in other countries thanks to Erasmus+ grants.

*Reading Plan*. This program aims to improve linguistic communication skills by encouraging students to read. Each department must include activities related to oral and written comprehension and expression to be assessed in their subject syllabus. The management team proposes activities such as reading books recommended by the teacher on topics related to their subject, debates on texts read in class or dedicating on-call hours to students reading.

### 3.5. Contextualization of the Unit of Work in the Year Program

The unit of work "Building Gender Justice" will be characterized by following a very communicative approach and dealing mostly with cross-curricular contents, so it is necessary for learners to have a good base of grammatical knowledge before working on this unit. Therefore, it will be the last unit that the students will work on in the academic year.

Following the book agreed by the English department for the third year of ESO at I.E.S. Generalife, the students will work on 9 units during the year (3 each term), with the unit "Building Gender Justice" being the last of them. The following table (Table 1) shows a brief summary of the topics and contents in term of grammar and vocabulary that will be covered in each unit.

	<i>Vocabulary</i>	<i>Grammar</i>
<i>1. On top of the World!</i>	Adjectives: feelings and behavior. Nouns: well-being	Modals of ability, permission and advice. Modals of obligation, prohibition or necessity.
<i>2. Stories</i>	Adjectives: opinions. Books and films.	<i>too, too much, too many, (not) enough.</i> Past simple and past continuous.
<i>3. Options</i>	Money and shopping. Phrasal verbs.	Present perfect with <i>how long, for</i> and <i>since.</i> Present perfect with <i>still, yet</i> and <i>already.</i>
<i>4. Modern Language</i>	Adjectives: feelings. Verbs: technology.	Present perfect and past simple. Subject and object questions.
<i>5. Wrongdoing</i>	Crime nouns. Crimes.	Past perfect. Relative pronouns. Modals of deduction.
<i>6. That's and Idea!</i>	Verbs: environment. Adjectives: technology	Present simple passive. Past simple passive.
<i>7. A Big Difference</i>	<i>Do</i> and <i>make.</i> Jobs around the home.	<i>will, be going to</i> and future continuous. <i>some-, any-, every-, no-.</i>
<i>8. Getting On Well</i>	Adjectives: personalities Phrasal verbs: relationships.	First conditional and <i>unless.</i>
<i>9. Building Gender Justice</i>	Gender, stereotypes, equality, role models, gender-based violence and relationships.	Second conditional.

Table 1: Year Program

#### 4. Student's Profile

The unit of work “Building Gender Justice” will be specially designed for a group of 28 students of 3<sup>rd</sup> year of ESO. This group is very heterogeneous in terms of gender, consisting of 20 students who self-identify as girls compared to only 8 students who self-identify as boys. This large difference will have some pros and cons. On the one hand, the disadvantage of this group having many more girls than boys is that the issue of preventive socialization through NAM will not reach a large number of men. That is to say, getting the message to as many boys as possible is the main goal. But on the other hand, the great advantage is that the fewer boys there are, the more effective the message will be, since a climate of sorority led by the girls will be fostered in the classroom, as well as an atmosphere of empathy and solidarity among the boys for the violence girls suffer. If it had been the other way around and there had been a large number of boys in the group, raising awareness and educating them in NAM would have been more difficult, as the dominant masculinities would have had the control over the rest of the class and the majority of the boys would not have shown interest in the topic. In other words, today's young boys encourage each other to have this arrogant and cocky attitude typical of this prevailing traditional masculinities.

In relation to the level of English, it is worth noting that almost all the students reach an intermediate level (B1), which is very remarkable for their age (14-15 years old). In fact, it could be argued that a third of them even have an upper-intermediate level of English (B2). This is largely due to the school's connection with languages and the widespread motivation of the majority of the students in this group to learn English, as all of them are enrolled in the Multilingual Program. As a result, it could be said that a 30% of the class have a high level of English for their age, while the bulk of the group can follow the pace of the lessons without any problems and make rapid progress in their knowledge. Students generally participate actively in all the proposed activities and help to make the lessons dynamic and useful. They normally show willingness and a good attitude towards learning. Nonetheless, only 4 of the 28 students failed English the previous year and have difficulties in following the subject's contents, so introducing adaptive techniques in the explanations of the activities or in the tasks should be necessary. Furthermore, there is normally a good working and respectful environment. Cases of misbehavior are isolated.

## **5. Curricular Design**

In this section, the competences, objectives and contents of the unit of work “Building Gender Justice” will be discussed within the framework of current legislation.

### *5.1. Competences*

DeSeCo (2003) defines competence as the ability to respond to complex demands and carry out diverse tasks appropriately. Competence involves a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioral components that are mobilized together to achieve effective action. Competences are therefore conceptualized as "know-how" that applies to a variety of academic, social and professional contexts.

In conformity with the Article 2.2 of the Spanish Royal Decree 1105/2014, of 26<sup>th</sup> December, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate, the competences of the curriculum shall be the following:

1. Competence in linguistic communication (CLC).
2. Mathematical competence and basic competences in science and technology (MCST).
3. Digital competence (DC).
4. Competence for learning to learn (CFLL).
5. Social and civic competences (SCC).
6. Sense of initiative and entrepreneurship (SIE).
7. Cultural awareness and expressions (CAE).

According to the Article 2 of Order ECD/65/2015, of 21<sup>st</sup> January, which describes the relations among competences, contents and evaluation criteria in Primary School, Compulsory Secondary Education and Baccalaureate, the 7 above-mentioned competences are considered as key competences. In relation to that, the Royal Decree 1105/2014, of 26<sup>th</sup> December, following the Recommendation 2006/962/EC of the European Parliament and of the Council, of 18<sup>th</sup> December 2006, states that key competences are those that all individuals require for personal fulfilment and development, as well as for active citizenship, social inclusion and employment. That is to say, the acquisition of key competences is an essential condition for students to achieve full personal, social and professional development.

Furthermore, for efficient acquisition of key competences and their effective integration into the curriculum, integrated learning activities should be designed to enable students to progress towards the learning outcomes of more than one competence at the same time. Thus, this unit of work aims at help learners to develop as much key competences as possible (i.e., all except for “Mathematical competence and basic competences in science and technology”). To that end, I will proceed to explain below how the unit of work will contribute to the achievement of these key competence.

1. Competence in linguistic communication (CLC). This key competence is closely related to foreign language subjects, as it works on the ability to express ideas and interact with other people orally or in writing (Ministerio de Educación y Formación Profesional, 2013). This unit of work will promote the acquisition of CLC in learners as it works with a lot of new gender-related vocabulary. Moreover, students will complete many oral activities in groups, where they will discuss a variety of topics, building a critical and constructive dialogue.
2. Digital competence (DC). It involves the safe and critical use of ICT to obtain, analyze, produce and exchange information (Ministerio de Educación y Formación Profesional, 2013). Today's young people are very interested in the digital world and this, when applied to teaching, makes them highly motivated to learn. For this reason, this unit of work contain activities closely related to the audiovisual and technological field. Videos will be

shown in class, the production of written texts will be framed in the context of applications such as WhatsApp, topics such as role models in social networks or contrasting information will be dealt with. In addition, this is a task-based unit, which allows the final task to be related to creating an audiovisual project. Students will have to create a documentary, a short film, a commercial or a music video on the topic of masculinities and the prevention of gender-based violence.

3. Competence for learning to learn (CFLL). This is one of the main key competences, as it involves students to develop the ability to start and persist in learning, to organize themselves in tasks and time, and to work individually or in groups to achieve an objective (Ministerio de Educación y Formación Profesional, 2013). With this unit of work, students will learn to develop planning strategies, since they will have to work gradually on the final task throughout the unit. In addition, they will also be able to self-evaluate and evaluate their classmates' projects. Through different activities, the students' interest and curiosity to learn will be awakened, using celebrities as role models, series and films that they all know and motivating them to learn more about the topic of masculinities and the prevention of gender-based violence. Furthermore, the elaboration of a journal in which they will write everything they learn in each lesson will help them to gain a sense of self-efficacy and self-confidence.
4. Social and civic competences (SCC). This key competence refers to the ability to relate with other people and to participate actively and democratically in social and civic life (Ministerio de Educación y Formación Profesional, 2013). The cross-curricular contents of this unit of work are closely related to this competence, as it deals with the concepts of gender equality and non-discrimination of women. Human rights are the basis of society and it is important to promote justice and respect in the classroom. Through this unit, students will develop knowledge on that topic and will be encouraged to put it into practice in order to end the scourge of gender-based violence.
5. Sense of initiative and entrepreneurship (SIE). This key competence involves the skills needed to turn ideas into action, i.e., to foster creativity among students and for them to learn how to plan and manage projects (Ministerio de Educación y Formación Profesional, 2013). Students will work in groups for the final task and for many activities throughout the unit, so they will need to be able to agree and organize themselves. In addition, as mentioned above, they will need to be able to evaluate themselves and their classmates, as well as being creative and taking initiative.
6. Cultural awareness and expressions (CAE). This last key competence refers to the ability to appreciate the importance of expression through music, visual and performing arts or literature (Ministerio de Educación y Formación Profesional, 2013). This unit of work, and especially the final task, will help learners to develop their imagination and creativity skills and to be able to use different techniques in designing projects. It will also help them to value freedom of expression and interest in cultural aspects.

## 5.2. Objectives

As specified by the Spanish Royal Decree 1105/2014, of 26<sup>th</sup> December, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate, objectives are understood as guides related to the achievements that students should attain at the end of each educational stage, as a result of the teaching and learning experiences intentionally planned for this purpose.

In addition, according to the Order ECD/65/2015, of 21<sup>st</sup> January, the key competences should be closely linked to the objectives defined for each educational stage (Compulsory Secondary Education in this case). This linkage favors that the achievement of these objectives implies the development of key competences, so that all learners can achieve their personal development and a correct incorporation into society.

According to all of that, the specific objectives of the unit of work will be established following the guidelines of this legal framework. As the unit mostly deals with a cross-curricular subject, the objectives are divided into two categories: linguistic objectives and cross-curricular objectives.

- Linguistic Objectives:
  - To understand oral texts in order to extract general and specific information.
  - To produce oral output with cohesion and coherence.
  - To understand written texts in order to extract general and specific information.
  - To produce written output with cohesion and coherence.
  - To discuss and interact with classmates on gender issues and conduct a fluent conversation.
  - To draw relevant conclusions in English based on pictures or other audio-visual material.
  - To acquire new gender-related vocabulary and know how to use it in oral and written texts.
  - To give appropriate definitions for new terms learnt.
  - To elaborate a script in groups for audiovisual content in order to perform it.
  - To properly self-evaluate and evaluate the linguistic work of classmates.
- Cross-Curricular Objectives:
  - To understand the concepts around gender and reflect on how individuals are expected to act, distinguishing between the biological and learnt socio-cultural features.

- To comprehend gender stereotypes and avoid gender biased behavior, awakening the students' will to fight for gender equality.
- To be aware of gender inequalities and discrimination against women, which occurs in all areas (professional, social, economic, etc.) and in all societies.
- To recognize masculinity as a socio-cultural feature and to analyze the role of the media in fostering and reinforcing the image of masculinity, which is usually associated with the use of power and violence.
- To distinguish the different models of masculinities and to realize that men should stop dominant masculinities' behaviors in favor of alternative ones, being helped by good role models.
- To recognize that violence is not only physical, but that there are many more types of violence, and that gender-based violence is about women.
- To be aware of the many myths that exist regarding gender-based violence and be able to verify information to debunk them.
- To realize that alternative masculinities prevent gender-based violence and that dominant masculinities are mostly violent towards women as well as alternative masculinities, since they destroy any behavior that falls outside the patriarchy.
- To understand that girls are attracted to dominant masculinities that hurt them because they have been socialized that way and be aware that this can be changed by following role models of love and attraction regarding alternative masculinities.

### *5.3. Contents*

As stated in the Royal Decree 1105/2014, of 26<sup>th</sup> December, contents are understood as the set of knowledge, abilities, skills and attitudes that contribute to the achievement of the objectives of each educational stage and to the acquisition of competencies.

Although the aforementioned Royal Decree, which is considered to be national legislation, establishes the contents for the basic educational curriculum, the Instruction 9/2020, of 15<sup>th</sup> June, determines the specific contents to Andalusia. These contents, framed within regional legislation, deal with the treatment of the Andalusian reality in its cultural, social, linguistic, economic, geographical and historical aspects, as well as the contributions of the specific elements of Andalusian culture in the humanistic, artistic and scientific fields, for the improvement of citizenship and human progress.

Furthermore, the Royal Decree 1105/2014, of 26<sup>th</sup> December, asserts that competence-based learning is characterized by its transversality, dynamism and integrating character. Therefore, including cross-curricular contents in units of work is

essential for learner's development. Regarding that, the need for cross-curricular contents and education in values within Foreign Languages subjects has begun to emerge throughout the world in the last decade. The most pressing and imperative social problems and human needs have forced foreign language teachers to propose new projects of transversality and education in values in the classroom in order to respond to the new forms of social dynamics (Guijarro Ojeda, 2006).

As a result, and as has been already indicated in previous sections of this article, the unit of work "Building Gender Justice" is aimed at working from a cross-curricular perspective on gender equality, respect, empathy and rejection of all types of violence in order to create a better society. The following table (Table 2) shows the contents of the unit:

<i>Block 1. Listening</i>	<ul style="list-style-type: none"> <li>• Understanding of oral texts (videos) regarding gender issues.</li> <li>• Understanding the message of the classmates in oral interactions and discussions.</li> </ul>
<i>Block 2. Speaking</i>	<ul style="list-style-type: none"> <li>• Production of oral texts regarding gender issues.</li> <li>• Interaction with classmates in activities that require group work.</li> <li>• Elaboration of audiovisual material as the final task.</li> </ul>
<i>Block 3. Reading</i>	<ul style="list-style-type: none"> <li>• Understanding of written texts regarding gender issues.</li> <li>• Working on guessing riddles.</li> </ul>
<i>Block 4. Writing</i>	<ul style="list-style-type: none"> <li>• Production of written texts (text messages) regarding gender issues.</li> <li>• Creation of a commercial slogan.</li> <li>• Elaboration of a journal on reflections on the contents of each lesson.</li> <li>• Preparation of a script as part of the final task.</li> </ul>
<i>Grammar</i>	<ul style="list-style-type: none"> <li>• Second conditional.</li> <li>• All grammatical structures worked on during the course.</li> </ul>
<i>Vocabulary</i>	<ul style="list-style-type: none"> <li>• Terms, idioms and common expressions related to gender, stereotypes, equality, role models, gender-based violence and relationships.</li> </ul>

Table 2: Unit Contents

## 6. Methodology

The methodology of the unit of work “Building Gender Justice” will be based on both Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) approaches. TBLT is in fact a further development of CLT. Therefore, they share some characteristics. Both approaches focus primarily on meaning and communication in real life and promote students’ interaction and autonomy in the classroom, so they are considered as learner-centered methods (Xuelian, 2015). All these characteristics will be taken into account when designing the activities for each session of the unit of work.

### 6.1. *Communicative Approach*

Before the 1970s, second language teaching was mainly focused on form and grammar. In addition, individual work was predominant, so there was no interaction between learners. Repetition and drilling were very common techniques (Alcalde Mato, 2011). Because of the failure of these earlier methods, linguists started to design and to introduce new approaches with a different perspective to language teaching. The aim was to reject the unsuccessful structure-centered nature of previous methods and to focus on communicative and functional purposes instead (Richards & Rodgers, 1999).

According to Desai (2015), these are the main characteristics of CLT:

- It aims to make learners to attain communicative competence so they can use language accurately and appropriately.
- The major focus while using CLT approach is on learners. The teacher is just the facilitator, in other words, a person who manages the environment and helps learners to become autonomous.
- The syllabus emphasizes the functional use of language (e.g., greeting, expressing opinions, etc.) and is relying on the authentic materials. The tasks which are assigned to learners have purposes and meanings.
- Communicative activities enable learners to attain communicative objectives of the curriculum, engage them in communication and require the use of such communicative processes as information sharing, negotiation of meaning and interaction.

With this in mind, it is worth noting that the activities in the unit of work will be focused on this approach since communication and autonomy will be the cornerstones of student learning. There will be a strong emphasis on reflection and group discussions, while critical and autonomous thinking concerning gender issues will be encouraged.

### 6.2. *Task-Based Approach*

As said before, TBLT is closely linked to CLT, as it is also focused on communication. The main difference between these two approaches lies in the fact that the TBLT learning process takes place through the resolution of tasks by the students. This encourages students’ motivation and interest in learning (Rozati, 2014).

According to Long (1985; cited in Rozati, 2014), a task is as "a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between" (p.89). However, focusing on an educational context, Breen (1987; cited in Rozati, 2014), defines pedagogical task as "any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making" (p. 23).

Furthermore, the Appendix II of the Instruction 9/2020, of 15<sup>th</sup> June, in the section on methodological strategies for the subject of First Foreign Language, states that it is necessary to introduce TBLT methodologies in the curriculum, with the intention of using the foreign language to communicate. These task-based methodologies should have a specific objective, which students must solve by making appropriate use of different types of knowledge, skills, attitudes and values. Moreover, it states that working groups should be created in the classroom to encourage creativity and problem solving. The methods should be learner-centered, having the teacher's perspective as a guide and facilitator of competence development in students.

For these reasons, the unit of work "Building Gender Justice" will be aimed at the completion of a final task which will consist of a group audiovisual project related to alternative masculinities and how these help to prevent gender violence. In addition, learners will work on a different topic in each session which will help them to elaborate the final task properly. At the end of each session, students will have 15 minutes to work on the final task and advance it, while they will be able to ask questions to the teacher, who will supervise the students' work.

### *6.3. Methodological Principles*

Following a series of methodological principles is essential to create a reliable and complete unit of work. Therefore, for the elaboration of the unit "Building Gender Justice" Ellis (2008)' principles on instructed second language acquisition will be used.

- Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.

Formulaic expressions such as "I don't know", "can I have (something)?", "what's your name?" or "I'm very sorry" may serve for learning a second language in early stages and as a basis for the later development of a rule-based competence. That is to say, learners internalize these expressions as chunks and they syntactically analyze them later. However, learners need also to know and understand the grammar rules of a language (e.g., rules regarding subject-verb agreement, conjugations, etc.) in order to achieve a complete knowledge of a language. In the unit of work, for instance, there could be an activity focused on second conditional for students to learn the grammatical structure inductively from formulaic expressions such as "If I were you / a boy / a girl, I would...".

- Principle 2: Instruction needs to ensure that learners focus predominantly on meaning.

A TBLT approach is the best way of making learners to focus on meaning, i.e., message content, rather than on form or structure. In consequence and as it has been said before, lessons from the unit of work will be designed regarding communicative purposes and learners' autonomy. Moreover, real communication and moving attention towards the decoding and encoding messages is important to develop fluency and intrinsic motivation.

- Principle 3: Instruction needs to ensure that learners also focus on form.

Although concentrating on the message is essential, learners should not forget about the form in order to achieve a complete acquisition of a language. This does not mean that earlier methods such as Grammar-Translation should be applied in the classroom, but focus can also be on form through communicative approaches. For instance, learners could practice grammatical structures through communicative tasks while focusing primarily on meaning or through the feedback given in those task-based lessons.

- Principle 4: Instruction needs to focus on developing implicit knowledge of the second language while not neglecting explicit knowledge.

Since we are dealing with a unit of work whose purpose is to teach English, it is clear that explicit knowledge is going to take precedence, as students will obviously know that they are learning a language. However, implicit knowledge can be promoted through meaning-focused communication. Therefore, priority will be given to that implicit learning through activities regarding oral discussions and multimedia content, which will deal with interesting topics in English.

On one hand, some authors say that implicit knowledge appears when explicit knowledge is automatized through practice. On the other hand, there are emergentist theories claiming that implicit knowledge develops naturally through focusing on meaning. However, there is consensus that a communicative approach is necessary to develop learners' implicit knowledge.

- Principle 5: Instruction needs to take into account the learner's built-in syllabus.

Early research on naturalistic foreign language acquisition showed that learners follow a "natural order" for this acquisition, i.e., they master various grammatical structures in a relatively established and universal order. Nevertheless, further studies were subsequently carried out and showed that the order of acquisition is the same for learners in natural conditions (implicit knowledge) and those in learning environments (explicit knowledge). All this led to the conclusion that teaching grammar is beneficial, but it must be taught in a way that is compatible with the natural processes of acquisition.

- Principle 6: Successful instructed language learning requires extensive second language input.

Being exposed to the second language, receiving a lot of input and intrinsic motivation are important to successfully acquire that language, as all of these develop

implicit knowledge in learners. Therefore, the more the second language is spoken in class, the more input the learners will receive. Furthermore, learners' motivation will be boosted and opportunities for them to receive input outside the classroom will be created. For example, by encouraging learners to read or to watch films regarding gender issues in English. All that extensive material and resources should be suited to the learners' level.

- Principle 7: Successful instructed language learning also requires opportunities for output.

Apart from receiving input, producing output is also required for second language acquisition. Producing output moves learners' attention to grammar and vocabulary and helps to automatize existing knowledge. In addition, it also helps students to learn from making errors. Bearing all of that in mind, there will be activities in the unit of work concerning oral discussions and writing assignments. Furthermore, students will be asked to write a journal, where they will be able to reflect what they have learnt in class each day. This journal is an easy method of producing output.

- Principle 8: The opportunity to interact in the second language is central to developing second language proficiency.

Interaction includes receiving input and producing output, so it is a key element in second language acquisition because it helps to automatize learners' knowledge. According to the Interaction Hypothesis (Long, 1996; cited in Ellis, 2008), "interaction fosters acquisition when a communication problem arises and learners are engaged in negotiating for meaning. The interactional modifications that arise help to make input comprehensible, provide corrective feedback and push learners to modify their own output by repairing their own errors" (p. 31).

One idea for creating interactional environments in the classroom is to divide the class into small working-groups in order to make learners interact with each other. Therefore, as mentioned above, great importance will be given to oral group discussions.

- Principle 9: Instruction needs to take account of individual differences in learners.

If learners feel motivated and the instruction matches to students' particular aptitudes, the learning process will be more successful. For this reason, intrinsic motivation will be promoted within students with activities that fit with learners' needs and requirements. It is essential to focus on diversity throughout the entire unit of work (see section 8).

- Principle 10: In assessing learners' second language proficiency, it is important to examine free as well as controlled production.

Norris and Ortega (2000; cited in Ellis, 2008), distinguished four types of assessing measurements:

- Metalinguistic judgment (e.g., a grammaticality judgment test).
- Selected response (e.g., multiple choice).

- Constrained constructed response (e.g., gap-filling exercises).
- Free constructed response (e.g., a communicative task).

They found that the effect of instruction was strongest in the case of selected response and constrained constructed response, and weaker in free constructed response. However, free constructed response is supposed to be the best measure, since it is related with a more communicative approach and with real language. For this reason, in the unit of work “Building Gender Justice”, both the final task and the daily work (i.e., participation in class and the portfolio with the activities and the journal of each session) will be assessed (see section 7.3).

#### *6.4. The Teacher’s Role and Students’ Role*

According to Desai (2015), communicative approaches have meant a change in the roles of the teacher and the learners in second language acquisition. Now, the students are in charge of their own learning process and the teacher is merely a facilitator and a creator of complete learning environments. That is, students have moved from a passive role in the classroom to developing autonomous learning fostered by the teacher.

Second language teaching has become student-centered and, thus, the interests and preferences of learners have started to be taken into consideration in order to implement them in the classroom and consequently increase learners’ intrinsic motivation.

For all these reasons, the unit "Building Gender Justice" will deal with topics of interest to learners, as gender issues are now in the focus of many young people's attention. Social media have encouraged many gender debates and more and more young people are questioning issues related to their gender identity, sexual orientation or gender stereotypes. Therefore, I believe that these issues should be addressed in the classroom as soon as possible and that students should be empowered to learn how to inform themselves about these sensitive topics in order to educate them in diversity and respect. In short, the teacher will be exclusively dedicated to providing material for the students to consolidate concepts and to motivate them through interesting activities to learn more about gender and English, but they will be the ones who will be in charge to have curiosity and continue learning autonomously.

#### *6.5. Motivation*

Motivation and learning are two processes that undoubtedly complement each other in educational contexts. It is difficult to conceive that learning can take place without a prior motivation. However, the success or failure of learning processes strongly influence the learner's motivation for other future learning actions.

It was previously discussed that intrinsic motivation is necessary for complete learning, as it is related to internal factors of learners, i.e., they have to show willingness and desire to learn. On the contrary, extrinsic motivation, which is also important but not indispensable, lies in external factors that encourage learners to perform certain

behaviors. These external factors could be social pressure, punishments or rewards (Romaniuc & Bazart, 2015).

Concerning the unit of work “Building Gender Justice”, it should be noted that it is very important to get students’ motivation, not only for the process of learning English, but also for the cross-curricular contents regarding alternative masculinities and the prevention of gender-based violence. For this purpose, activities that are interesting for the students will be used. For instance, some activities will be based on audiovisual content, others will be framed within social networks and group work will be encouraged.

### *6.6. Error Treatment*

Making mistakes is part of the learning process and correcting these mistakes is part of the teaching task. Providing corrective feedback to students is important for them to learn, as it forces to modify their output by correcting their own errors.

Woodward Smith (1991), distinguishes several types of errors for English learning and their treatment, which are shown below:

- The misunderstanding. The most important type of error is the one that produces a misunderstanding in communication. If, because of an error, there is no effective communication, that error becomes a disruptive factor that interferes with the message.
- Errors caused by the mother tongue. The influence of the first language can be seen in the calque of syntactic patterns or in false friends. When errors of form lead to misunderstanding, they are problematic. Additionally, pronunciation errors give rise to a foreign accent, but if they do not hinder communication, they should not be considered as serious. Where more emphasis needs to be placed, however, is on the pronunciation of sounds that could give the wrong message.
- Erroneous generalizations. Often the mistake made is the result of the application of a hardly satisfactory learnt rule. This kind of erroneous generalization should not worry us, as it is part of the natural process and demonstrates the development of logic.
- The slips and lapses of concentration. They are small but persistent errors. These errors are classified as "slips", because if they are underlined, the learner knows how to correct them without further explanation. These mistakes are often due to rush and lack of concentration.

In terms of correcting errors, if we want accuracy in learners’ production, we will have to pay the utmost attention to each mistake. In the contrary, if we are interested in fluency and confidence in expression, we will have to ignore mistakes that do not interfere with the message in communication. Furthermore, error correction should be seen as a reminder of accepted and regular forms of English, never as criticism or punishment. The best way to do this is self-correction. Correcting oneself is less traumatic for the learner and the effect can be more effective than if a third person

always gives the correct answer. If the learner who makes the mistake does not know how to correct it, we can ask the classmates to help that learner. This is always more sensitive than if the teacher is the only one with the right to correct (Woodward Smith, 1991).

Regarding the unit of work “Building Gender Justice”, direct feedback will be given once the final task and the portfolio have been corrected, except for a homework writing assignment which will be handed in corrected to learners in the following session. However, as most of the activities will be oral discussions, only errors that are a hindrance to communication will be corrected. If students make minor mistakes, these will be overlooked to ensure fluency of communication, encourage student participation and boost their self-confidence in expressing themselves in English.

### *6.7. Types of Activities*

As already stated in other sections of this article, the unit of work "Building Gender Justice" will follow a task-based learning culminating in the completion of a final task. For the proper elaboration of this final task, each session will deal with a different gender-related topic. Within the sessions, there will always be a warm-up activity (e.g., reflecting on pictures, guessing a riddle or answering questions) before moving on to the main activities. These main activities will consist of, for example, videos for students to work on listening comprehension, texts to work on reading comprehension and many oral group discussions where they will produce output and interact with their classmates. Reflections from these short discussions can then be shared aloud with the rest of the class. At the end of each session, the last 15 minutes will be devoted to allowing learners to work on the final task. They will have the possibility to ask any questions to the teacher, who will supervise the work of each group.

Regarding the final task, students will have to record a commercial, a documentary, a short film or a music video of approximately 5-8 minutes in length dealing with alternative masculinities and how they prevent gender-based violence. They will have to be able to organize their time, as the projects will be presented in the last session of the unit of work. If any group has another proposal, such as doing a live performance on the day of the presentation, it will be considered by the teacher and can be done if it is appropriate.

As for homework, students will have to complete a portfolio after each session, which they will have to hand in to the teacher at the end of the unit of work. This portfolio will be divided into three sections:

- **Activities.** All written activities carried out in class should be included in this part.
- **Vocabulary.** Students will have to elaborate a vocabulary section with the new words they have learnt each day in class accompanied by a brief definition and one or more sentences in order to contextualize them. If it helps, they can also include synonyms or drawings for each term.

- **Journal.** Students should write a small journal of what they have worked on in class that day. Here they can record their reflections on what they have learnt. Writing around 150 words each day is sufficient.

Apart from a writing assignment, which will be sent as homework in the fourth session, writing this portfolio will give the students the opportunity to produce written output.

### *6.8. Groupings*

The students will form the work groups for the final task themselves. This will motivate them more, as they will work with classmates of their choice. It is not a very heterogeneous class in terms of English levels, so any student will work well in any group.

Once these 7 groups of 4 students are formed, they will remain the same for the group activities that are in each session. This will strengthen the group and foster team spirit.

### *6.9. Aids and Material*

All the contents and activities of the unit of work will be provided to students with the corresponding handout. Videos and other audiovisual material can be projected on the digital board in the classroom. After each lesson, these materials will be uploaded to the digital platform that the students handle best (Moodle, Google Sites, Google Drive, etc.) so that they can watch the videos at home again.

Learners should use the typical notebook to take notes in class and carry out the activities. However, the portfolio can be delivered handwritten or printed.

Moreover, a chalk board will serve as support material for the teacher's explanations.

## **7. Evaluation**

Assessment is an important part of the learning process, as it informs learners whether all the expected objectives have been achieved. It also allows the teacher to adapt the learning pace of the students. According to the Decree 111/2016, of 14<sup>th</sup> June, assessment must be continuous, formative, integrating and differentiated. It also states that learners have the right to an objective evaluation and to have their dedication, effort and performance objectively assessed and recognized.

### *7.1. Types of Evaluation*

Concerning the group of students for whom the unit of work "Building Gender Justice" is intended, the following types of evaluation will be applied:

- **Formative assessment.** This type of assessment is carried out at the same time as the learning process, i.e., during the course. Its purpose is strictly pedagogical, as it is conceived as a regulatory part of that learning process, in other words, it allows the teacher to adapt or adjust the pedagogical conditions and the pace of learning. In essence, it monitors the learning process and provides students immediate feedback (Díaz Barriga & Hernández Rojas, 2020).
- **Summative assessment.** It is also called final assessment, since it takes place at the end of any instructional process. Its main purpose is to verify the extent to which educational intentions have been achieved, that is to say, it assesses whether something has been learnt in its entirety in order to give learners a grade (Díaz Barriga & Hernández Rojas, 2020).
- **Self-assessment.** This assessment helps students develop skills such as self-reflection and critique. In addition, students learn to be responsible for their own learning, i.e., their autonomy is promoted. Self-assessment is more often used as part of a formative assessment process, rather than a summative one (Ndoye, 2017).
- **Peer assessment.** This type of assessment allows learners to evaluate the work of another peer student. It also enables the development of critical thinking and provides an opportunity for learners to analyse and reflect on the diversity of the classroom. In addition, they can learn from the mistakes of others (Ndoye, 2017).

## *7.2. Grading Criteria*

Both formative and summative assessment will be taken into consideration for the evaluation of the unit of work. For this reason, learners' mark will be derived from two blocks of percentages:

- Final task (40%).
- Daily work (60%).
  - Portfolio (40%). / Participation (20%).

The grading criteria, as well as the instructions of the elaboration of the final task and the portfolio, will be explained to students in the first session.

## *7.3. Assessment Tools*

Different tools will be used for the evaluation of the unit of work:

- **Daily observation.** The teacher will write down relevant comments on each student's daily work for assessment purposes. Oral participation in class and interest in learning will be positively valued.

- **Portfolio.** Students will gather all the activities they complete in a portfolio, together with a brief journal of what they have learnt in each lesson and a vocabulary section of new words. The portfolio will help them to organize themselves and develop working habits. It will also be useful for them in order to monitor their progress. At the end of the unit, they will hand it in to the teacher for assessment.
- **Rubrics.** Learners' performance concerning oral (final task) and written (writing assignment) output will be assessed by rubrics.
- **Final task.** This final project aims to cover all the content that the students have been working on during the unit. Students will have to write a script, i.e., produce written output, but what will be assessed will be the final result, i.e., oral output, through a rubric.

## **8. Attention to Diversity**

According to the Decree 111/2016, of 14<sup>th</sup> June, attention to diversity implies respect for differences and the compensation of possible social, economic, cultural and personal inequalities. Regarding that, it is important to build an inclusive educational model based on the principles of equality and democratic coexistence, oriented towards the integral education of students in their individual and social dimensions.

Furthermore, diversity measures in Secondary Education are aimed at responding to the specific educational needs of all students and at facilitating the achievement of objectives and the acquisition of competences. Under no circumstances may any student be discriminated and prevented from achieving these objectives and competences.

### *8.1. Diversity in my Class*

As it was previously mentioned in the "Students' Profile" section, the unit of work "Building Gender Justice" will be elaborated for a class of 28 students of 3<sup>rd</sup> year of ESO. Of these, one third of the learners could reach a B2 level (according to the CEFR), which is quite remarkable for their age. The average level of the other students would be at B1 level and they normally show willingness to learn English, making rapid progress. These high levels of English are due to the school's dedication to languages. However, 4 of the 28 students failed English the previous year and have difficulties following the pace of the course, although two of them do make more of an effort and show more interest in learning than the other two. As a result, these few students require special attention.

Moreover, there are some learners who require different needs:

- Luis (fictional name) is diagnosed with ADHD. He talks a lot and participates uncontrollably in class, often in Spanish. The first hours of the day he is more nervous until the medication takes effect, so at the end of the day controlling his behavior is easier. The academic tutor of the group has contacted the family and the other teachers to work together on

his disorderly participation in class by means of a follow-up table. For each activity, he will only be able to participate once, so he will have to monitor himself and write down the times he participates in class. Additionally, his level of English is good and he socializes with his classmates normally.

- Beatriz (fictional name) is diagnosed with dysphemia, a language disorder that prevents her from speaking fluently on most occasions. Relaxed environments help her to speak with no difficulties, but when she is nervous, she repeats words or gets stuck. Her family, through the group's academic tutor, has passed on a report to each teacher with indications on how to help her. In any case, she is a very sociable and participative student, so there is no need to encourage her to speak in class. When assessing her oral expression, it must be taken into account that her level of fluency in English will be lower than that of her classmates, so her effort in oral presentations will be positively valued.

## *8.2. Measures to Deal with Diversity in my Class*

As stated in the Decree 111/2016, of 14<sup>th</sup> June, the teacher must act like a guide, promoter and facilitator of student development, adjusting to the learners' initial level of competence and taking into account attention to diversity and respect for different learning paces and styles through individual and cooperative work practices. Moreover, the set of educational actions to cater for diversity will be aimed at responding to the different abilities, learning paces and styles, motivations, interests, socio-economic and cultural backgrounds, linguistic and health situations of learners, in order to facilitate the acquisition of key competences and the achievement of the objectives of the stage.

Therefore, some adaptations and strategies will be implemented while working on the unit of work "Building Gender Justice" in order to meet the needs of learners:

- Strategic seating and grouping. Learners who require more attention will be seated at the front of the classroom to avoid distractions. In addition, as stated in the section 6.8, the students will form the work groups themselves in favor of fostering team spirit, as the class English level is quite homogeneous and any student will work properly in any group.
- If a student finds it difficult to keep up with the pace of the class, more attention will be given by adapting an activity or explaining in more detail what needs to be done so that no one is left behind.
- Gender-related topics bring with them a lot of new vocabulary that may be difficult for some learners to understand. They should therefore elaborate a vocabulary section within the portfolio, to help them consolidate new terms and to give them the possibility to look up information about a word at home. In class, the teacher will try to explain the terms in English or through gestures or pictures. If a student still does not understand a particular term, the teacher will ask if a classmate can help and define it.

## 9. Unit of Work: “Building Gender Justice”

This unit of work is aimed to be entitled "Building Gender Justice", as its main goal is to prevent gender-based violence by promoting new masculinities among young people. Educating teenagers as early as possible on gender issues is quite important in order to guide them and create a more equal and respectful society.

This unit will follow a task-based learning and will be divided into 8 sessions plus a ninth one dedicated to presenting the final task. Each session will deal with a different topic, from more general to more specific, and each and every one of them will be designed to enable students to develop the final task in an appropriate way. Thus, it will start by establishing generic gender-related concepts and making students aware of the stereotypes and inequalities that exist around gender. Then, the different types of existing masculinities based on Flecha García et al. (2013)'s article will be fully explored and learners will be made aware of the importance of following decent role models of alternative masculinities. Finally, the last sessions will deal with gender-based violence and how socializing in new masculinities and making them attractive prevents all kinds of violence.

All sessions should be dynamic so that students feel engaged and motivated to learn English. In addition, different language skills (speaking, listening, reading, writing and interaction) will be worked on. As this is an essentially communicative unit, grammar rules will not be covered explicitly, with the exception of the second conditional, which students will learn inductively in one activity. It is therefore advisable to work on this unit of work at the end of the school year, once as much grammatical content as possible has been covered. Vocabulary, on the other hand, will be a very important part of this unit, as gender-related topics always bring in new terms which are difficult for learners to understand. For this reason, it is important to make students consolidate the new words that appear in the unit by means of the vocabulary section included in the portfolio, which has already been mentioned above (see section 6.7).

In terms of the structure of the sessions, they will always start with a warm-up activity to get students' attention and introducing the topic. Afterwards, the main activities of each session will be carried out and, finally, 15 minutes will be reserved for the elaboration of the final task in groups and its supervision by the teacher. As for homework, students should complete the portfolio after each session, which includes the journal and the vocabulary section.

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