

Master's Dissertation/
Trabajo Fin de Máster

**THE SDG 4.5 THROUGH A CLIL
AND TBL DIDACTIC
PROPOSAL: "WORKING ON
GENDER EQUALITY IN A
GLOBALIZED WORLD" FOR 6TH
YEAR OF PRIMARY EDUCATION**

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Resumen

¿Se trabaja activamente y de forma efectiva la Cultura en las Propuestas Didácticas mediante AICLE?, ¿Tenemos en cuenta los Objetivos de Desarrollo Sostenible en nuestra planificación? Para responder las preguntas anteriores ha sido necesario revisar las contribuciones de diferentes autores y autoras sobre esta temática. En el marco teórico se exponen, revisan y reflexionan las siguientes temáticas: la conceptualización y caracterización de la metodología AICLE, la metodología de Aprendizaje basado en Tareas-del inglés "Task-Based Learning" (TBL)- y el concepto de Educación Intercultural, así como su relación con la metodología AICLE o ejemplos de buenas prácticas.

El principal objetivo del presente Trabajo Fin de Máster es ofrecer un ejemplo de propuesta didáctica AICLE, dirigida a estudiantes del sexto curso de Educación Primaria, mediante el Aprendizaje Basado en Tareas (TBL). Más en profundidad, esta propuesta se ejecutará en torno al cuarto Objetivo de Desarrollo Sostenible de Educación Inclusiva, equitativa y de calidad. En concreto, nos hemos basado en el subobjetivo o meta número cinco: Eliminar las disparidades de género en la educación. Para la realización de esta se ha escogido un contexto de un centro público andaluz con un nivel socioeconómico medio, siguiendo, por lo tanto, la legislación autonómica de Andalucía. Esta Propuesta Didáctica se realizará transversalmente mediante las áreas de conocimiento de Educación Natural, Social y Cultural, Matemáticas, Primera Lengua Extranjera (Inglés) y Educación en Valores Cívicos y Éticos. Además, es necesario indicar que la Propuesta está planificada para ser impartida con una cronología de once sesiones, con fases donde se requiere la colaboración del Equipo de Ciclo y el profesorado en general.

La evaluación que se realizará será, por una parte, la del alumnado (inicial, desarrollo y final) y, por otra parte, la de la misma propuesta utilizando diferentes herramientas de evaluación.

Palabras clave: AICLE; Educación Primaria; Objetivos de Desarrollo Sostenible (ODS); Aprendizaje Basado en Tareas (TBL); Igualdad de género

Abstract

Is Culture actively and effectively worked on in Didactic Proposals through CLIL?, Do we take into account the Sustainable Development Goals (SDGs) in our planning? To answer the above questions, it has been necessary to review the contributions of different authors on this topic. In the theoretical framework, the following topics are exposed, reviewed and reflected: The conceptualization and characterization of the CLIL methodology, the Task-Based Learning (TBL) methodology and the concept of Intercultural Education, as well as its relationship with the CLIL methodology or examples of good practices.

The main objective of this Master's Dissertation is to provide an example of CLIL Didactic Proposal, aimed at students of the sixth year of Primary Education, through TBL. More in depth, this Proposal will be implemented around the fourth SDG of Inclusive, Equitable and Quality education. Specifically, we have relied on sub-goal or target number five: To eliminate gender disparities in education. In order to achieve that, a context of an Andalusian public Center with a medium socioeconomic level has been chosen, following, therefore, the autonomous legislation of Andalusia. This Didactic Proposal will be carried out transversally through the areas of knowledge of Natural, Social and Cultural Sciences, Mathematics, First Foreign Language (English) and Education in Civic and Ethical Values. In addition, it is necessary to indicate that the Proposal is planned to be taught with a chronology of eleven sessions, with phases in which the collaboration of the Cycle Team and the teaching staff in general is required.

The evaluation that will be carried out will be, on the one hand, that of the students (initial, tasks and final) and, on the other hand, that of the same proposal using different evaluation tools.

Keywords: CLIL; Primary Education, Sustainable Development Goals (SDG); Task-Based Learning (TBL); Gender equality

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1. INTRODUCTION

This document is the Final Master's Dissertation of the Interuniversity of Master's Degree in Bilingual Teaching and Integrated Learning of Foreign Languages and Content (MIEB)- Córdoba University & Jaén University. Currently, the legislation governing the Spanish Education System is constituted by the Organic Law 2/2006, May 3rd, of Education (LOE), the Organic Law 3/2020, December 29th, which amends Organic Law 2/2006, May 3rd, of Education (LOMLOE) and the Royal Decree 157/2022, March 1st, which establishes the basic curriculum for Primary Education in the academic year 2023/2024.

Nowadays, there have had been much progress and favourable changes in the theme of Gender Equality. However, several aspects are lead into question: Do we work actively and effectively Gender Equality in Primary Education Schools? Is Culture actively and effectively worked on in Didactic Proposals through CLIL?, Do we take into account the Sustainable Development Goals (SDGs) in our planning? These are some of the reasons for choosing the theme of this Didactic Proposal and Final Master's Thesis.

Undoubtedly, we must adapt ourselves to the times we are living in to work on different cultural issues, or more specifically the SGD 4.5., from the multiple interests of students. In fact, the UNESCO (n.d.) believes that all forms of discrimination based on gender are violations of human rights, as well as a significant barrier to the achievement of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. Their message is clear: women and men must enjoy equal opportunities, choices, capabilities, power and knowledge as equal citizens.

Furthermore, we live in a globalised world where the number of students enrolled in non-university education have risen to 797,618 students, in 2019, and represents the highest figure in the entire historical series, which began in 2001/2002 (Sanmartín, 2019). Therefore, we need learn about the management of coexistence from an intercultural perspective in relation to the variable of the presence of foreign students at school (Cerviño & Torrelles, 2023). Following with the latter, there is a question whether we are really well adapted to the current times we are living in, as well as our Didactic Proposals which might miss one of the 4C's (Culture). This aforementioned Culture tend to be

forgotten in the CLIL settings and proposals (Chlopez, 2008; Dueñas, 2002 & Koro, 2016) and for our pluricultural and plurilingual world to be celebrated and its potential to be achieved, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding. In this regard, SDGs by the UNESCO remain to be a key element, which should not be missed in our CLIL, and non-CLIL, Didactic Proposals

Having said all of the above, the main objective of this Thesis´ Dissertation is to facilitate a totally feasible CLIL and TBL Didactic Proposal to be carried out, adapting it according to the context (Andalusia) that we have, with a very low economic budget. We are working on the fourth SGD, and the fifth target in it, in order to equip girls and boys, women and men with the knowledge, values, attitudes and skills to tackle gender disparities is a precondition to building a sustainable future for all. To do this possible, the 6th Course of Primary Education has been chosen due to their cognitive, and language, level and age. After this Didactic Proposal they may be ready to go to the next educational stage, Secondary Education, with the proper knowledge and attitude in relation with Gender.

2. THEORETICAL FRAMEWORK

2.1. Content and Language Integrated Learning (CLIL): Background and conceptualization.

It is undeniable that CLIL (Content and Language Integrated Learning), in the last few years, has become the keyword and hope of many educators and policy makers. CLIL is a dual-focused approach as its aim is to promote both content and language. It is expected to foster pre-defined competencies in both subjects, content and language. In 2006, the Eurydice reported that CLIL was available in the majority of European member states (Hanesová, 2015).

According to Banegas, “CLIL started in Europe to meet European demands regarding the plurilingual and intercultural education of European citizens” (2012: 52). Almost every country in Europe has included this approach in their educational plan. Some of them offer CLIL on a voluntary basis, others have made CLIL a mandatory part of the school education.

This approach emerges in the 1990s as a timely solution in harmony with broader social perspectives and fast becomes a “European solution to a European need” (Marsh, 2002: 11). However, it needs to be born in mind that CLIL was not originally intended as a content and language teaching approach. Rather, the original aim was the development of an innovative foreign language teaching method which could respond to changing demands and needs in language learning and promote plurilingualism, among others (Gabillon, 2020).

It has become so popular since it offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic using the language just as a vehicle (Marsh & Langé, 2000). The acronym CLIL was coined by David Marsh, a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä (Hanesová, 2015). Furthermore, and according to Marsh et al. (2005), the CLIL concept was assumed in 1994 as a generic umbrella term used to refer to:

Diverse methodologies which lead to dual-focused education where attention is given both to topic and language of instruction. It is used to describe any educational situation in which an additional (second/foreign) language is used for the teaching and learning of subjects other than the language itself. (2005:5)

The dual-focused component underscores the fact that CLIL has two aims: one subject- or theme-related, and the other, language-focused. According to Dale, Van Der and Tanner (2011), CLIL it is a consequence of the influence of bilingualism, second language acquisition theories, cognitive learning theories, and constructivism. Coyle, Hood and Marsh (2010) emphasize namely bilingual education and immersion, typical for specific regions, as well as content-based language learning/teaching or English as an additional language.

This didactic approach consists of using the foreign language as the vehicular language for the teaching of non-linguistic subjects (such as Natural, Social and Cultural Sciences, Plastic Arts, History, etc.) and, therefore, does not focus attention on the grammatical or lexical part of the language being used (López, 2017). The aforementioned use of the target language lies on a desire to boost students' language skills without neglecting other relevant content and thereby meet the European Union's ambitious goal of making students proficient in two EU languages (Busee, 2011). Furthermore, following what Pavesi, Bertocchi, Hofmannová and Kazianka (2015) stated, "CLIL can be interpreted as an educational approach to reinforce linguistic diversity, and as a powerful tool that can have a strong impact on language teaching in the future" (2015: 7).

Because of the dual-focused component it is often thought that CLIL can be detrimental for content learning. However, some authors such as Ouazizi (2016) or Madrid and Barrios (2018), state that CLIL does not have a negative effect on content learning. In contrast, they state that CLIL is beneficial since it can lead to a deeper understanding because of the fact that students need to pay special attention when content is taught in a foreign language.

Besides, CLIL is different from concepts such as immersion programmes, European classrooms or non-linguistic. CLIL is not a programme, although some programmes that use a CLIL approach are sometimes referred to as programmes, CLIL is first and foremost an educational approach (Gabillon, 2020). There has been an increase in the number of schools offering 'alternative' bilingual curricula, and some research into training and methodology. Several major European organizations, specialising in CLIL projects, have emerged, including UNICOM, EuroCLIC and TIE-CLIL¹ (Darn, 2022).

Putting the focus on Spain, is rapidly becoming one of the European leaders in CLIL practice and research. The richness of its cultural and linguistic diversity, as well as the different regions which comprises the country, has led to a wide variety of CLIL policies and practices which provide us with many examples of CLIL in different stages of development. As maintained by Lasagabaster and Ruiz de Zarobe (2010), the different models vary significantly from one region to another, but can be divided into two main contexts: “Monolingual communities, where Spanish is the official language and bilingual communities, where Spanish is the official language together with another co-official regional language, namely Basque, Catalan, Galician and Valencian, both of which are mandatory at non-university levels” (2010:10).

Although CLIL is a relatively new approach, there is a widely known agreement on the characteristics of it for the researchers in this field. One of the main characteristics that differentiates CLIL from another approaches is the fact that is its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al., 2010: 6). This is known as the 4 C’s framework and consists of 4 dimensions: Content (subject matter), Communication (learning through interaction), Cognition (learning and thinking processes), and Culture (intercultural understanding and global awareness in building up cooperation in learning). (Figure 1).

To achieve quality CLIL, teachers must consider the aforementioned core elements of CLIL, which are realized though the set of the 4Cs (Khwanchit & Sumalee,

¹ See more at: <https://tinyurl.com/468323yw>

2015). A brief explanation of each dimension, within the framework, is the following, according to Lara (2010):

-Content: The main aim of the learning process lies in successful content or thematic learning as well as the acquisition of knowledge, skills and understanding.

-Communication: Language is a conduit for communication and for learning. The formula learning to use language and using language to learn is applicable here. Communication goes beyond the grammar system. It involves learners in language using in a way which is different from language learning lessons.

-Cognition: For CLIL to be effective, it must challenge learners to think and review and engage in higher order thinking skills (HOTS) and low order thinking skills (LOTS) taking Bloom's taxonomy, as it would be seen and reflected later.

-Culture: For our pluricultural and plurilingual world to be celebrated and its potential to be achieved, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding.

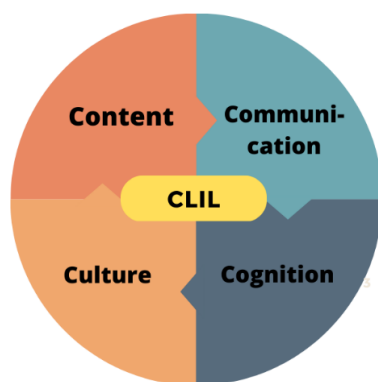


Figure 1. The 4Cs Framework of CLIL (based on Coyle, 2007: 551)

Focusing on cognition, a specific classification is well-known through the whole community. In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives* (Armstrong, 2010), this is known as Bloom's Taxonomy. Learning outcomes, within this taxonomy, target knowledge, skills, or attitudes for change. This taxonomy specifically targets these, according to Bloom (1969), by seeking to increase knowledge (cognitive domain), develop skills (psychomotor

domain), or develop emotional aptitude or balance (affective domain). It needs to be born in mind that the original sequence of cognitive skills was knowledge, comprehension, application, analysis, synthesis, and evaluation.

The framework was revised in 2001 by Lorin Anderson and David Krathwohl, yielding the revised Bloom's Taxonomy. The most significant change to the Cognitive Domain was the removal of 'synthesis' and the addition of 'creation' as the highest level of Bloom's Taxonomy (Heick, 2018). On the other hand, it was decided to be using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge (Anderson et al., 2001).

Six different levels of learning can be found in Bloom's Taxonomy, and these can be used to structure the learning outcomes, lessons and the teaching-learning process in general terms. Shabatura (2022) classifies them as it follows (*Figure 2*):

1. Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. Applying: Carrying out or using a procedure for executing or implementing.
4. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (2022:1)

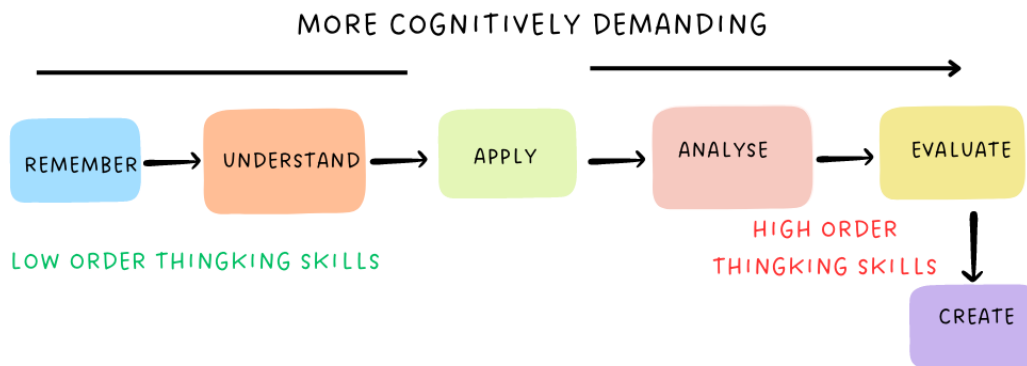


Figure 2. Bloom’s revised taxonomy (based on Anderson & Krathwohl, 2001).

Having said all the above and regarding those different six level of learning in this taxonomy, we also need to bear in mind that these levels can be divided into two types of skills: High order skills (HOTs) and Low order skills (LOTs). LOTs are about gathering information and HOTs are about processing it. There is a shared common though suggest that the Lower Order Thinking Skills (remember, understand and apply) must be acquired before the Higher Order Thinking Skills (analyze, evaluate and create) can be learnt. However, this is not the case. The different skills can and should be used in a more integrated way. For this reason, it can be helpful to consider them as a circle, with no start or finish, and where the skills can be integrated in any order (Westbrook, 2018).

Originally, Bloom’s taxonomy was one-dimensional with an exclusive focus on the knowledge domain. The current updated version developed by Anderson and Krathwohl (2001) reorganizes, and highlights the interactions between, two dimensions: cognitive processes and knowledge content.

Regarding to communication, CLIL aims at making students acquire a functional foreign language competence which is seen as essential for a future citizen. In this sense, it is a must to guarantee that both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). This distinction was introduced by Cummins in order to draw educators' attention to the timelines and challenges that second language learners encounter as they attempt to catch up to their peers in academic aspects of the school language (Cummins, 2008). BICS refers to conversational fluency

in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school.

Therefore, CLIL, by simultaneously developing language and content learning, targets both BICS and CALP. Linguistic education is integrated, and content instruction takes place in a relevant and purposeful context. CLIL is thus, as Coyle and Baetens Beardsmore (2007) and Coyle et al., (2010), denominate it, a Triptych Linguistic approach, which involves developing the language of learning, language for learning and language through learning. The Language Triptych (henceforth, LT) is a conceptual representation to connect both content objectives and language objectives. This conceptual representation provides a framework for the analysis of the vehicular CLIL language from three interrelated perspectives which are the components of the LT. As Martín del Pozo (2016) states:

-The language of learning: language needed to access concepts and skills of a field of knowledge. These language demands of the different disciplines comprehend much more than vocabulary.

-The language for learning: language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts.

-The language through learning: the language generated in the process of learning. As a new meaning is learnt, new language is required and acquired. (2016: 144).

Coyle et al. (2010) see the LT (Figure 3) as a tool whose purpose and applications could be summarized in providing the means to analyze language needs across different CLIL contexts, differentiating between types of linguistic demands in CLIL and conceptualizing language use as a language for knowledge construction.

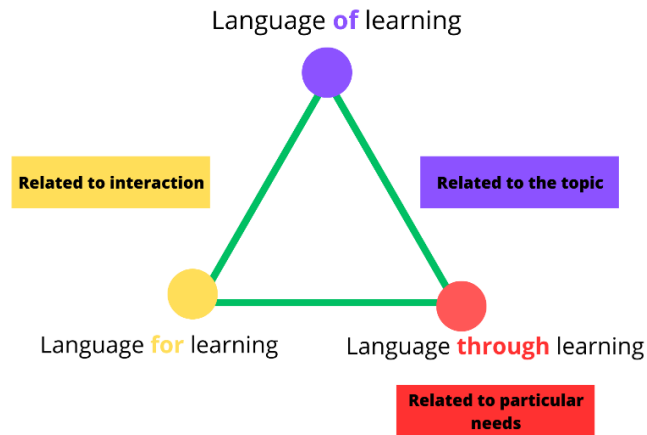


Figure 3. The Language Triptych (based on Coyle et al., 2010).

Moving on the dimension of culture, it needs to be born in mind that teaching a foreign language is more than developing in learners linguistic and communicative competence in the target language. It also involves transmitting knowledge about the target culture or the country in which the language is spoken. McKelvie and Pappas (2022) define culture as it follows: “Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts”. Moreover, Brown (2000: 177) defined culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”.

Thus, CLIL becomes a new form of education on which: learners are active participants in their learning development; process of inquiry and other critical thinking skills are the means to develop problem solving tasks; and teachers are facilitators in order to empower the learners (Coyle et al., 2010: 55). This indicated that the convergence between both the language and the content aims to develop language skills in the target language as well as develop specific knowledge beyond concepts of the subjects (Gacha,2014: 54). Cultural awareness is fundamental to CLIL approach. As people's willingness to cooperate significantly increases, the better they know each other. This means that students need to learn about other countries. CLIL can offer a significant contribution to that goal. Students do not only have to learn how to talk about key issues in the foreign language. They also need to become aware of the hidden cultural codes and the appropriate linguistic and non-linguistic means and strategies to address them (Abdel-Sadeq et al., 2018: 6).

In regard of that, culture —within the CLIL approach— was divided into two different concepts by Seelye (1984). These concepts are known as “Big C” and “Small C”. The “Big C” includes literature, music, film and symbols (Clandfield, 2008: 4); whereas the “Small C” is focused on typical food, clothing, values, activities, manners and practices of a group (Seelye, 1984: 19). It is also possible to find “K culture” which is referring to behaviors or customs which may seem unusual or curious, mostly based on stereotype (Clandfield, 2008: 4).

Having carried out a revision through the core elements of CLIL it is also essential to bear in mind the fact that it is necessary to make the content accessible for students since they may have problems in understanding due to the working language. To do so, the idea of scaffolding is pivotal. This is based on work by Wood, Bruner and Ross (1976) and Vygotsky (1978). Builders use temporary scaffolds to support a building during construction, and then, once the building can stand alone, the scaffold is removed (De Boer, 2015). As Rose (2020) conceptualizes, this could be defined as a type of teacher assistance that helps students learn new skills, concepts, or levels of understanding (hereafter comprehension of material) that leads to the student successfully completing a task (‘a specific learning activity with finite goals’). In other words, scaffolding is the process of supporting the students during their learning process and gradually removing that support as the students become more independent.

To make sure that learners successfully deal with the challenges of coping with both content and language learning through using a foreign language as a medium of instruction, it is essential that the CLIL teachers clearly identify language demands and consistently adopt strategies to assist and support students. Therefore, and undeniable, by using scaffolding strategies, CLIL teachers can integrate language learning into content subjects (Pawan 2008). Those scaffolding strategies operate from a macro level (e.g., curriculum planning that integrates language systematically) to a micro level (i.e. interactional scaffolding). Interactional scaffolding is the minute-to-minute support teachers give their students in the classroom (Rose, 2020).

Furthermore, Walqui (2006) identifies six types of interactional scaffolding strategies (*Table 1*), within the micro level, which aim at promoting the conceptual,

academic and linguistic development of the student in CLIL classes (Walqui 2006: 177). In a CLIL supportive learning environment, the teacher adopts different types of scaffolding strategies –modelling, bridging, contextualizing, schema building, re-presenting text and developing metacognition– Those strategies are explained in the *Table 1* below.

Types of instructional scaffolding	
<i>Modelling</i>	Teacher provides clear examples for imitation.
<i>Bridging</i>	Teacher creates bridges that build on previous knowledge and understandings.
<i>Contextualizing</i>	Teacher adds context to academic language (films, images, realia, metaphors, and analogies).
<i>Schema building</i>	Teacher provides thinking frameworks to help illustrate ideas (charts, advanced organizers).
<i>Re-presenting text</i>	Teacher presents the same content through using a variety of genres (represented as drama, narrative, report, exposition, tautological transformation, theory, poem, third person historical narratives, eyewitness accounts, scientific texts, letters, cooperative posters, ...)
<i>Developing metacognition</i>	Teacher develops students' learning skills for planning, monitoring, and assessing

Table 1. Types of Instructional scaffolding (based on Walqui, 2006).

In all the scenarios, the objectives of both the macro level and the micro level of scaffolding should be to support students while pushing them beyond what they already know and can do, guiding them to learn how to think and not only what to think enabling their participation in an interactive context where knowledge is collaboratively constructed (Coelho, 2017) and they are able to move from their existing levels of performance to higher cognitive ones, towards growing independence, up to autonomy over time.

2.2. Student-Centered Methodologies: Task-Based Learning

To start with, an introduction of student-centered methodologies needs to be carried out. Therefore, and according to Sudderth (2022), what teachers and pedagogy experts usually call a traditional class is what has been widely accepted as the kind of classroom-lesson setting that our school systems were considered to have inherited from the postindustrial instructional model created in the 19th century in Europe. According to this model, students/learners were distributed in large homogeneous groups to which the contents of the lesson were delivered by a teacher, regardless of student needs, aspirations or personal choices.

The focus of this kind of instruction was not placed on the student's possible projection as an individual or their choices for a future professional career or on the quality of the learning process itself. Generally, the idea was to, literally, train students to perform well at a specific job or task, which was often chosen for them, as industrial demands were regarded over personal aspirations.

Opposite to traditional approach, it is vital to consider student-centered methodologies (henceforth, SCM) as part of the necessary answer to the present need for change in education. Approaching the teaching-learning process from the point of view of the student, rather than the teacher's, implies a change of direction in the way information, content, knowledge and input are dealt with in the classroom and what the roles of the participants in the process are (or should be), how evaluation is affected and what should be evaluated in the first place. In the light of this, the main focus is placed on what the student is able to do, what outcomes learners are able to achieve, what processes they are able to master, how they are able to critically make decisions about outcomes or results and how to evaluate their own progress.

As a consequence, the role of the teacher changes from being the only provider of input or content in the classroom, the only responsible for decision making and evaluation, to that of a facilitator, mainly providing guidance and support. Furthermore, the benefits of using SCM, as listed by Rigacci (2022), are countless: improves attitude and engagement, it gives essential life skills to the students, they work and think independently and improves the communication skills, among others.

Moving on to Task-Based Learning (henceforth, TBL), as an example of SCM, it needs to be born in mind that was first developed in the 1980s by Prabhu, a teacher and researcher in Bangalore, South India. He suggested that language acquisition is “an unconscious process which is best facilitated by bringing about in the learner a preoccupation with meaning, saying and doing” (Chandy, 2017). He believed that using tasks would help tap into learners’ natural mechanisms for second language acquisition. By task, Willis (1996) means a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by other. Although TBL emerged from the previously elaborated Communicative Language Teaching, it goes beyond just communication by incorporating real-life language needs into the learning process.

Furthermore, Willis and Willis (2011) suggest seven types of tasks, confirming this concept by gathering ideas from active teachers who work at different levels in schools and colleges. Those classifications below, allow us to highlight the main distinction between this approach and those that are called traditional:

1. Listing: brainstorming and/or searching for data.
2. Sorting and sorting: sequencing, classification, classification.
3. Matching.
4. Comparing: finding similarities or differences.
5. Solving problems: logical puzzles, real-life problems, case studies, incomplete text.
6. Creative projects and tasks.
7. Share personal experiences; storytelling, anecdotes, reminiscences, opinions and reactions (2011: 198).

In the light of the different phases of TBL, and according to Willis (1996) and Ellis (2018), 3 different ones can be found: Pre-task, task and post-task or review (Figure 4). The first phase is essential if we want the students to be exposed and motivated as much as possible to the foreign language. To achieve the main goal, and before starting the second phase (task), it is important to present the learners with communicative activities

in order to prepare them to use the foreign language exclusively. To do so, it cannot be forgotten to select a topic that will motivate them, and which is of their interest. Moving on the second phase, the focus is to introduce the topic and the task to the class in order to activate topic-related words and phrases. The Task Cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. Finally, the Post-Task or Review phase allows, both the teacher and the students, to have a closer study of some of the structures or specific features occurring in the language used during the task cycle. As it has been exposed previously, the teacher can assess the progress of the learners at different steps throughout this learning process. It might be appropriate to do so during the Task Cycle and/or before the Post-Task.

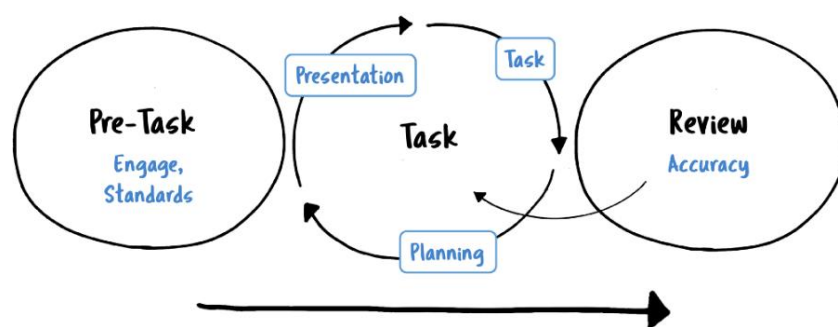


Figure 4. Task-Based Learning (TBL) (based on Ellis, 2018)

In respect of the numerous benefits of TBL, some of them are highlighted by Corwin (2022): Students are the center of learning, they are working on something personal and relevant to them, they gain practice in collaborating with others and making group decisions, they improve their communication skills, they are engaged in the learning and it is enjoyable and motivating. However, some of the reasons for the success of TBL in a cooperative learning environment, according to Johnson and Johnson (2009), lie in five key components that are expected to be embedded in the structure of the group, namely: “1) Establishment of a state of positive goal interdependence, 2) Realization that, although they are part of a group, each one is individually accountable for their

contribution, 3) Mastering interpersonal and small-group skills, such as listening to others or sharing ideas and resources, 4) Promote interaction and 5) Group processing, which allows members to achieve their goals as a group and to involve themselves in effective working relationships” (2009: 84).

2.3. Intercultural education

2.3.1. Background and conceptualisation

The term intercultural is based on the field of communication processes, social mediation, and models of social coexistence; It is closely related to the concept of diversity pedagogy, since they share the fact of assuming difference, plurality, diversity and equality. As Ortega and Mínguez (1997) exposed intercultural education is a requirement of the social reality in which we live, if we do not want to live with our backs turned to reality, because never as today has the question of cultural identity had so much resonance, because never as today has there been the massive phenomenon of an aspiration on the part of the most diverse social communities to enjoy their own and differentiated cultural identity.

The first appearance of the term intercultural education in Europe dates back to 1983, when European ministers of education at a conference in Berlin, in a resolution for the schooling of migrant children, highlighted the intercultural dimension of education (Portera 2008). Nevertheless, intercultural education has also different and prominent origins in various European societies, apart from Germany. Scholars and practitioners have also developed and practiced intercultural education in parts of North America and Latin America (Gube, 2023).

However, when the concept of interculturality breaks into education, it establishes a dynamic perspective of cultural diversity in pedagogical educational processes, because the intercultural dimension focuses on contact, exchange and mutual influence, of multiple forms of sociocultural interaction, increasingly intense, varied and complex (Medina, 2017), in a "discreet" and changing world where various simultaneous

processes converge. It is essential to bear in mind the fact that understanding oneself implies, among other things, the ability to see oneself as a member of a cultural tradition, which is always one tradition among others, from and through which one is always educated, to the point that each particular culture has to give an interpretation of what it is or means to be human, how human beings behave (or should behave) and through what ways they can reach their fullness.

In the light of the above-mentioned, two decades ago, foreign students from different nationalities only represented 0.7% of boys and girls enrolled in Spanish schools, but in 2011 their number has multiplied by 14 (9.4%), of which almost four out of five (560,000 versus 120,000) are enrolled in public education (Escarbajal, 2011). In 2019, the number of students enrolled that year in non-university education have risen to 797,618 students and represents the highest figure in the entire historical series, which began in 2001/2002 (Sanmartín, 2019).

Furthermore, and in addition with the previous, it would be worth it to mention the study by Cerviño and Torrelles (2023) which aimed to deepen the level of recognition of cultural diversity in the official documentation of Primary Education schools in Catalonia (Spain), as well as to learn about the management of coexistence from an intercultural perspective in relation to the variable of the presence of foreign students at school. The main conclusions are, on the one hand, that the schools that claim to recognize cultural diversity more are those with more than 50% of students of foreign origin, followed by those with between 21% and 50%. On the other hand, the centers that claim to recognize cultural diversity in the lowest grade are those that have an enrollment of between 0% and 5%.

This term aims to respond to the problem that arises from socio-cultural relations because it is directed to an existing correlation between cultures to achieve configure an intercultural society with the aim of strengthening cultural diversity and the coexistence, generation and development of intercultural practices in all dimensions of human life. Besides, in this scenario, interculturality supposes a different look at the relationships between people of different cultures. Interculturality offers us a new look at past and current phenomena. This forces us to rethink many historical realities that did not deserve,

at the time, to be analyzed or that were studied from ethnocentrism. (Rodrigo Alsina, 2009).

If we are convinced that the ultimate goal of education is the integral formation of the person, for this the harmonious development of the different capacities common to all people is indispensable, while using individualizing approaches that allow us to shape our own identity while respecting diversity and difference (Escarbajal, 2013).

Thus, we need to bear in mind how the intercultural education materializes into the intercultural competence (IC) which comprises a diverse set of skills and attitudes, including the knowledge of contents about the others' cultures (*savoirs*), the skills to interpret and relate (*savoir comprendre*), the skills to discover and/or interact (*savoir apprendre/faire*), the attitudes of being with others (*savoir être*), and the attitude of critical cultural awareness (*savoir s'engager*), which refers to relativisation of one's own and valuing of others' meanings, beliefs and behaviours (Rapanta & Trovão, 2021).

The promotion of Intercultural Education and the below-mentioned Intercultural Competence (IC) is closely related to the Education for Development (ED) approach and the Sustainable Development Goals (SDGs) or Global Competence, included in the 2030 Agenda for Sustainable Development by the UNESCO (Sevilla, 2018). These SDGs include 169 initiatives in the form of 17 goals that have to do with the eradication of poverty, the care of the planet, the elimination of inequalities and the cooperation and commitment among all UN countries to achieve these goals. The figure 5 shows the 17 SDGs that UNESCO aims to achieve by 2030:



Figure 5. The 17 Sustainable Development Goals (UNESCO, 2016).

This aforementioned Global Competence sustain the SDGs. It can be defined as a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations. Global issues refer to those that affect all people and have deep implications for current and future generations (OCDE, 2018). See *figure 6* below:



Figure 6. Global Competence (OCDE, 2018).

Furthermore, the Organization for Economic Cooperation and Development (OCDE) through PISA evaluates the level of students when they reach the end of the compulsory education stage and each year includes an innovative area, in 2018 it was the Global Competence. This organization defines the Global Competence as “the ability

to analyze global and intercultural issues, value different perspectives from respect for human rights, to interact with people from different cultures to take action for the common good and for sustainable development” (OCDE, 2018: 5).

On this regard, Sanz, Orozco and Toma (2022) reflected and analyzed how the background, conceptualizations, approaches, and theories on which Global Competence has been built, with special emphasis on interculturality as an educational approach and model that favors inclusion. Their work provides the four paradigms (academic rationalism, social reconstructionism, social efficiency, and student-centered curricular ideology) as a framework for identifying the focus on the development of the Global Competence. In addition, they concluded that the weight of IC in the Global Competence is very significant, being one of the models of global education, with greater reference and influence in the different subdimensions of this competence.

Therefore, it can be stated that Global Competence supports the SDGs. In terms whether we should assess the global competence or not, OECD PISA (2018) states that the high demands placed on schools to help their students cope and succeed in an increasingly interconnected environment can only be met if education systems define new learning objectives based on a solid framework and use different types of assessment to reflect on the effectiveness of their initiatives and teaching practices. In this context, PISA aims to provide a comprehensive overview of education systems’ efforts to create learning environments that invite young people to understand the world beyond their immediate environment, interact with others with respect for their rights and dignity, and take action towards building sustainable and thriving communities.

OCDE (2018), defines and assesses Global Competence in a multi-dimensional way, recognizing students’ socio-emotional skills and attitudes as core indicators of global competence, in addition to their cognitive reasoning about global and intercultural issues. As the test focuses only on the knowledge and cognitive skills students need to confront problems related to global and intercultural issues, the student questionnaire collects information on students’ skills (both cognitive and socio-emotional) and their attitudes towards global and intercultural issues (OCDE, 2018). This Global Competence assessment in PISA 2018, according to OCDE (2018) is composed of two parts:

A cognitive assessment and a background questionnaire. The cognitive assessment is designed to elicit students' capacities to critically examine global issues; recognize outside influences on perspectives and world views; understand how to communicate with others in intercultural contexts; and identify and compare different courses of action to address global and intercultural issues. (2018: 6)

It is also worth it to mention the work of Gómez Parra (2020), which states that, although extensive research needs to be conducted, it seems to be a trend that bilingual programs in Spanish are beginning to understand the importance of instilling intercultural learning as one of the most important assets of education.

2.3.2. Relation between CLIL and Intercultural Education.

As it has been mentioned before, one of the main characteristics of the CLIL methodology were the 4 C's framework and consists of 4 dimensions, one of those it is culture. This means that culture is the underlying concept for the other three aspects (content, communication, and cognition). Therefore, it is indisputable that culture plays a key role on CLIL, and it cannot be avoided.

However, traditional approaches to FL or CLIL teaching were often unable to raise our students' intercultural awareness since they were more focused on language training and the cultural materials provided for instruction were recurrently used to contextualize the presentation and practice of language points (González & Borham, 2012). In fact, different authors (Dakowska, 2007; González & Bortham, 2012; Lagou & Zorbas, 2020) shared their concerned on the usefulness of the CLIL methodology in acquiring the IC.

Dakowska (2007) stated that CLIL is an efficient method of teaching in order to acquire the target language and content subject learning objectives. By using the CLIL methodology learners develop intercultural competences, which are essential for life in another culture. Kramsch (2011) also shared this view establishing a clear link between intercultural competence and languages. For Solano Campos (2009), CLIL methodology may prove more successful in developing students' cultural understanding than snippets of explicit cultural teaching.

CLIL is said to pave the way for fundamental aspects such as intercultural knowledge, understanding and attitudes. However, further key factors such as intercultural skills, critical cultural awareness and action-taking are not so clearly apparent and they should be boosted (Romanowski, 2018). One effective way of improving this is through the role of the language assistant (henceforth, LA). According to Esporrín (2022) the LA can be a very useful element to develop the intercultural competence, it is described as a figure very desired by teachers, who mostly appreciate working with one, and that is considered very useful for the development of various intercultural skills. On the other hand, it needs to be said that it seems to be a trend that bilingual programs in Spain, are beginning to understand the importance of instilling intercultural learning as one of the most important assets of education (Gómez Parra, 2020). This author's work results highlight the importance of two key factors for the IC within bilingual education: international exchange programs and mother tongue assistants.

Some of the best valued aspect of intercultural projects through CLIL methodology, according to students' statements are the knowledge and exchange with other cultures, the collaborative teamwork, the promotion of linguistic and intercultural skills and the enjoyment while completing the project or task (Sevilla, 2018).

2.3.3. Intercultural Communicative Competence in Primary Education

The term of Intercultural Communicative Competence (henceforth, ICC) involves the development of numerous skills, including information analysis, communicative ability in intercultural contexts, perspective taking, the ability to resolve conflicts and the ability to adapt (García-Esteban & Colpaert, 2022). However, recently a new term has been broadening which is the "intercultural communicative competence". The IC has been reintroduced in the last decades, as the aforementioned new term ICC as the result of its impact on foreign language teaching (López & Arévalo, 2014).

ICC refers to the ability to communicate effectively and appropriately in various cultural contexts. There are numerous components of ICC. Some key components include motivation, self- and other knowledge, and tolerance for uncertainty (University of Minnesota Libraries Publishing, 2016). All in all, the ICC is an ability to achieve the specific

goal during the communication process (Lingling & Junlu, 2019). The main difference between IC and ICC lies on the following questions: “are we providing general information hoping students will develop the skills they need to communicate more efficiently and understand cultural tendencies? Or, conversely, are we creating the conditions for students to develop skills preparing them for the intercultural challenge?” (López-Rocha, 2016: 106). To say in other words and in contrast to the IC model, individuals with ICC develop such relationships while using the foreign language in a way that is acceptable to all concerned.

Further, they can facilitate interaction among persons of other cultures. For individuals having ICC, their language competence (including sociolinguistic and discourse competence) is integrated with their knowledge of and insight into the culture of the other (Wilberschied, 2015). Therefore, the aforementioned ICC becomes essential in all the CLIL settings as, like it has been said previously, it entails the use of language that is proper in a given cultural context, and of actions that meet the expectations and demands of intercultural communicators who act in a culture specific situation (Romanowski, 2018).

The most influential model of ICC is based on Byram’s analysis (*Table 2*), that is, intercultural communicative competence includes attitude, knowledge, skills, and critical cultural awareness (Byram, 1997).

ICC Model	
<i>Attitude</i>	It refers to people’s openness, curiosity, and readiness to accept other cultures meanwhile they believe their own culture.
<i>Knowledge</i>	It refers to people’s mastery of their own cultural and social knowledge as well as other countries knowledge.
<i>Skills</i>	It refers to people’s ability to acquire new knowledge of a new culture and use it appropriately during the communication.
<i>Cultural awareness</i>	It refers to people’s ability the evaluate critically on the basis of different cultural practices and products in their own countries and from other countries.

Table 2. Intercultural Communicative Competence Model (based on Byram, 1997).

Undeniably, all the educational agencies must find the most suitable tools to adequately address the complex multiculturalism of the third millennium to promote the students' ability to understand one another across and beyond all types of cultural barriers. As Cuccurullo and Cinganotto (2020) point out, all the educational stakeholders should reflect on different questions, such as "How can we, as teachers and educators, stimulate reflexivity about cultural identities and intercultural relations? Or, how can we foster interaction, dialogue, mutual recognition, and enrichment of any individual, in respect of the different identities of the other?" (2020: 140). To reflect on those questions, it is essential to evaluate the materials or resources available prior to their use in the classes, as oftentimes the materials included in books may indeed be constraining or perpetuating stereotypes, instead of helping students understand diverging cultural practices. It is important for students to be further challenged and guided in order to develop critical communicative skills (López-Rocha, 2016).

Therefore, attentions should be paid to the educational practices carried out in the different schools or educative centers. Considering this, it is worth mentioning the work done by Torrelles et al. (2022), which main aim was to find out the approaches of the discourses and the type of actions that predominate in the practical development of intercultural education at the Primary Education stage in Spanish schools. They concluded that the educational practices with an intercultural approach, identified by the members of the management team of the schools surveyed, could be categorized based on two types of actions:

General actions and educational actions. Based on the results, the pedagogical theories and the steps followed in other studies. The general actions designate those strategies with a global character, aimed at the entire educational community and that go beyond the classroom, starting from the idea that education is a common responsibility. On the other hand, the educational actions are developed at classroom level, with a more pedagogical approach, encompassing methodologies and with a more specific purpose, although they can derive from projects implemented at school level (2022: 375).

In terms of assessing the ICC competence, it is a complex but rewarding task as it provides feedback to students related to their intercultural learning, and it also informs teachers about the nature and level of their students' intercultural performance

(Skopinskaja, 2009). One distinction should be made between formative and summative assessment. The former is carried out during the course as an ongoing process, with the aim of giving students guidance on their performance, and improving the learning process, while the latter evaluates the learners' achievement at the end of a course, with a final grade or mark (Brindley, 2001). Since ICC covers cognitive, behavioural and affective domains, its evaluation should be formative rather than summative (Lussier et al., 2007).

Wilberschied (2015) identifies seven different standards of evaluation to follow in order to make a significant and whole assessment of the ICC. These are the following: "Analyze and describe diversity in the host culture, identify and describe significance of cultural images and symbols in the host culture and one's own, analyse everyday behaviours in the host culture and compare and contrast to one's own, identify culturally determined behaviour patterns, examine own cultural adjustment process and the necessary personal balance between acculturation and preservation of their own cultures, recognize cultural stereotypes—favourable and discriminatory—and describe how they impact their own and others' behaviour and compare and contrast differences and similarities in values and beliefs in their own cultures and the host culture" (2015: 9).

2.3.4. Intercultural programs and projects: Good practices

For any project of society, it is unavoidable to consider the place occupied by the school within the dynamics of sociocultural (re)structuring, the construction of cohesion, the bodily experience, the meaning of difference, the mediation of conflicts, cultural dialogue, the expansion of freedoms (Echeverry & Díaz Ordaz, 2019) and, above all, the commitment it needs to teach to imagine and put into practice democratic ways of life.

The first step, before developing any program or project, would be the adoption (and implementation) of strategies that facilitate positive intercultural encounters and exchanges, and promote equal and active participation. Examples of good and innovative practices would allow us to have an example of how carry out different effective programs or projects in the educational settings. The Council of Europe (2020) defines a good

practice with these 6 characteristics or items: “Goal-oriented, customer-responsive, context-sensitive, highly impacting, capable of being modelled and can be generalized” (2020: 2).

Furthermore, as it has been mentioned, the increase in the number of students of foreign origin in Spanish schools has caused new educational challenges to be raised since the end of the 20th century. Therefore, and bearing in mind that the education’s purpose is to predict and control human activity-understood as an object susceptible to systematic intervention- (Durán, 2010), a compilation of different intercultural programs or projects in primary education are compiled, within the framework of inclusion and coexistence. Also, if the ICC learning has been integrated with TBL, teachers need to analyse what kind of goal in the class, what materials needed in the class, what procedures arranged in class, and what roles teachers and students played (Lingling & Junlu, 2019).

In the last few years many authors have focused on working and improving the IC and the ICC in different schools, as well as researching on this (Caetano et al., 2020; Garrido Osses et al., 2021; Santamaria & Martínez, 2018; Maria Regina & Karla, 2022). Firstly, Moeller and Nugent (2014) presented different activities which represented a variety of approaches to teaching and assessing intercultural competence based on recognized theoretical frameworks on interculturality. It would be essential to highlight the OSEE tool (Deardorff & Deardorff, 2000, as cited in Moeller & Nugent, 2014) that was created, and used by those authors, in order to help learners, analyze their attitudes toward others at the beginning of the intercultural process. The OSEE tool stands for: “Observe what is happening, state objectively what is happening, explore different explanations for what is happening and evaluate which explanation is the most likely one” (Moeller & Nugent, 2014: 10).

It is worth to mention the book by Lim et al. (2023) on the SDGs and cooperative learning which might be a model for school practices and has also been a model to design this current proposal. This book provides explanations and examples of all the 17 SDGs, and techniques or dynamics that work for many different students and teachers, regardless of age and other background factors, including where people live.

On the other hand, Gallego Jiménez et al. (2021) decided to present a proposal of dialogic gatherings or discussion groups in the stage of primary education, in Ecuador, to promote equality from the recognition of the cultural identity pursued by intercultural programs, since the culture of each person is the indicator of the difference of each student and the way in which students can enrich themselves through equality within the difference. One of their main findings were that it is necessary to introduce intercultural education from the educational center, in order to create people educated in key values and concepts, such as equality and equity. The teaching of interculturality in the classroom promotes the development in students of values such as respect, tolerance and knowledge of other cultures. They also stated that their project was characterized by offering an intercultural program with a great diversity and breadth of dynamics that leads into a rise of the cognitive and social development of the group of students, and especially foreigners.

Those authors classified the main characteristics of the discussion groups in seven main principles which are the following (*Table 3*):

Principle	Description
<i>Egalitarian dialogue</i>	All people can contribute to the construction of knowledge and learning. The power of arguments over arguments of power
<i>Cultural Intelligence</i>	Universal capacity with which all people are endowed
<i>Personal and collective transformation</i>	Premise that guides and gives meaning to interaction
<i>Instrumental dimension</i>	Priority to learning in those areas whose domain is transcendental for the learning of new ones
<i>Solidarity</i>	Fundamental value based on mutual aid
<i>Equality of differences</i>	Diversity and heterogeneity constitute a premise of enrichment of learning that must be guaranteed
Creation of meaning	A way that inspires and promotes the interest and usefulness of the knowledge

Table 3. Principles of the discussion groups (based on García et al., 2019: 143, as cited in Gallego Jiménez et al., 2021).

We also need to bear in mind that fact that it is more likely that appropriate attitudes and values will be developed by children if these are integrated with all subjects and with the whole life of the school (Parekh, 2000). Intercultural education and the different programs, therefore, should be central to all aspects of school life. It should be reflected in the hidden curriculum of the school, as well as in school policies and practices and the teaching of curriculum content.

An example of the aforementioned, we need to point out the report of The European Federation for Intercultural Learning (2022) (henceforth, EFIL). The aim of the project was to provide school heads, teachers and educators in a broader with new methods and tools to promote intercultural dialogue. The objective was to prepare pupils for living in diverse societies. Twenty-three intercultural classroom activities are provided as an example of good practices. On the other hand, Csereklye et al. (2020) exposed forty activities implemented to foster intercultural skills. For each of these practices, information on the context, the targeted audience, the objectives, and the implementation of the activity are provided. The aim is to help readers take ownership of the approach, so they can use, experiment, and update this information in their practices and workshops. The basis of all the good practices listed is the mediation.

Beacco (2013) defends the intercultural aims of language teaching must be thought of considering the fact that learning foreign languages is a direct and powerful way of experiencing otherness on a physical and emotional level, since it involves sounds and words that are foreign to the learner. Besides, different terms might need to be used withing our educational programs, such as openness, reflection, criticism, curiosity or benevolence. Those terms are already descriptors of the desired educational outcomes and are formulated in terms of attitudes to be instilled in learners. In summary documents, for example, DICE² (2014) throws some light on the following typology of attitudes that should be used. Some examples are “respect for people from other cultures, willingness to question what is usually taken for granted as ‘normal’, willingness to suspend judgment or valuing cultural diversity and pluralism” (2014: 19).

² Council of Europe (2014), *Developing Intercultural Competence through Education (DICE)*.

3. ANALYSIS OF THE CONTEXT

According to the Royal Decree 157/2022, for the acquisition and development of both key competences and specific competences, the teaching team will need to plan learning situations in the terms provided by the education authorities. Besides, when it comes to bilingual education, Custodio-Espinar (2019) highlights the importance that planning has in the adequate integration of content and language, even considering it as “a determining factor in the quality of the teaching and learning process” (p.5).

It cannot be denied the fact that the context is a key element when a didactic proposal is planned and designed. Each plan, programme or project should be contextualised as much as possible in order to achieve the most success. Education comprises micro and macro components. Education’s micro components include activities that take place in schools, especially those that unfold inside the classroom. On the other hand, the macro level of education involves policy, and education policies shape the entire landscape of education (Alshumaimeri, 2022). Therefore, the micro component should always be established according to the context of the school centre, and the students which would benefit from this educational purpose, considering their background, amongst other factors.

3.1. Context

Moreover, bearing in mind that the proposal that is presented in this MA dissertation is a CLIL one we need to think ahead which the role the foreign language (English in this case) would have in the proposal, as well as how we will assess the use of it. As it has been exposed in the theoretical framework, an effective communication in a CLIL context therefore requires both, teachers and learners to engage in using and developing language of learning, for learning and through learning (Lister, 2015).

Having said all the above and in order to make the following analysis about the context in where this didactic unit proposal would hypothetically be carried out, we are going to talk about three aspects: socioeconomic and cultural context, school center and

the classroom itself. The school chosen is a bilingual public center of one line, composed of three units of Early Childhood Education and six of Primary Education.

3.1.1. Socioeconomic and cultural context

The school is located in Córdoba (Spain) in an area of totally urban character, in a modern and commercial neighborhood. The inhabitants of this neighborhood are middle class, professionals, or merchants. As for the available resources of the context we find a nursing home located in the same street of the school 75 meters from it. In this residency, reading projects are carried out with a double objective; Encourage the habit of reading in students and keep the elderly company. In addition, the school has at its disposal in the Civic Center about 500 meters away in which another reading project is carried out as well as other activities adapted to the ages of each cycle (workshops, storytelling, etc.). On the other hand, the great location of the center facilitates the realization of complementary activities such as the visualization of plays in theater or the visit to the City Hall, among others.

3.1.2. School center

The school it is a public bilingual center of just one line, composed of three units of Early Childhood Education and six of Primary Education. It is well maintained with large classrooms, and it is composed of two buildings of two floors each. Regarding to the implementation of CLIL, it has been implemented for ten years now having received a local award due to the good practices and projects done with CLIL methodology or approach. The school has the CLIL methodology for both Early Education (which also favours the acquisition of this FL) and Primary Education. The school have established the teaching schedule weekly of Primary Education students so that in each course of the stage is taught as a non-linguistic area in the L2 science areas as Natural, Social and Cultural Sciences or Arts. This schedule has been coupled to the minimum requirements in regulation, according to the instructions for bilingual education in the school year 2023-24, and to the time adjustments and needs of the center, always trying to ensure the benefit of the students.

3.1.3. Target group

The group is composed of 20 students who are in the 6th course of Primary Education (3rd Cycle) and, consequently, are between 11 and 12 years old. As it will have been explained later, the Sustainable Development Goal (henceforth, SDG), from the UNESCO, chosen would be the number four: Quality Education. Within this SDG, the goal to be worked on is the number five (4.5.) which is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable persons, including persons with disabilities, indigenous peoples and children in vulnerable situations. ³

The choice to select this specific group, as the main and only beneficiaries of the didactic proposal, lies on the intention of making the students of the 3rd Cycle of Primary Education leave the Primary Education stage with a quality co-educational practice having acquired feminist values through the CLIL methodology and working on the cultural aspect of the aforementioned methodology. Furthermore, all the schools work according to a Strategic Plan for Gender Equality in Education. ⁴

3.1.4. Brief context of SDG 4.5

The purpose or aim of working on this 4.5 SDG is to train the future of society in values of equality so that there are no problems related to gender inequality. On the other hand, it cannot be ignored the fact that other indirect recipients or beneficiaries of this proposal are the teachers of this Cycle in the Center where the innovation is carried out and the families of the students. This is so, because this proposal is designed to be worked transversally from 4 different areas coordinating among all the colleagues of the Cycle team, so that more than one teacher will participate in it at the same time. In the case of families, they are the last indirect recipients since they will experience in first person the proactive attitude and behavior regarding the gender equality of the students in the domestic private sphere, as well as in the social sphere.

³ See more at <http://tinyurl.com/mst3zs4f> and <http://tinyurl.com/22jf9jus>

⁴ See more at <http://tinyurl.com/37hbb7wf>

4. CLIL DIDACTIC UNIT PROPOSAL

Throughout this epigraph a detailed explanation of the proposal, and all the curricular elements of it, is given. This Didactic Proposal ("WORKING ON GENDER EQUALITY IN A GLOBALIZED WORLD"), as it has been said previously, is focused on the fourth objective of Sustainable Development of Quality Education and concretely the fifth goal focused on gender equality. To clarify this, we try to make students aware of the different inequalities' women have historically need to focus, and they still need to. The main aim is to raise awareness on this topic, from a cultural point of view. For this purpose, a sequence of activities is presented, based on the CLIL methodology, with the help of task-based learning and transversally within the subjects of Education in Civic and Ethical Values, Natural, Social and Cultural Sciences, First Foreign Language: English and Mathematics.

The target group chosen is the 6th course of Primary Education in Córdoba (Andalusia, Spain) following the wide-state regulation (Royal Decree 157/2022), the regional ones (Order of May 30th, 2023), (Order of June 28th, 2011) and the pertinent instructions for bilingual education for this academic course, which are yet to be provided⁵.

. This target group, as it has been previously stated too, have been specifically chosen due to their age and their proximity to start studying the Senior School or High school. Therefore, they could be equipped with the correct skills to behave proactively, ethically, and socially well enough.

4.1. Curricular elements

The CLIL Didactic Unit proposed in this Master Dissertation is based on the following current wide-state and Andalusian regulations:

Wide-state regulations:

- Organic Law 2/2006, May 3rd, of Education (LOE).

⁵ As of October 1 (2023), they are not yet published for the region on Andalusia

- Organic Law 3/2020, December 29th, which amends Organic Law 2/2006, May 3rd, of Education (LOMLOE).
- Royal Decree 157/2022, March 1st, which establishes the basic curriculum for Primary Education.

Andalusian regulations:

- Decree 101/2023, May 9th, which establishes the organization and curriculum of the stage of Primary Education in the Autonomous Community of Andalusia.
- Order of May 30th, 2023, which develops the curriculum corresponding to the stage of Primary Education in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity and individual differences, establishes the organization of the evaluation of the learning process of students and determines the process of transit between the different educational stages.
- Order of June 28th, 2011, regulating bilingual education in schools in the Autonomous Community of Andalusia (Consolidated text, 2016).
- Order of August 1st, 2016, amending the Order June 28th, 2011, regulating bilingual education in schools in the Autonomous Community of Andalusia (BOJA 05-08-2016).

4.1.1. Objectives

Objectives are related to the assessment criteria that students must achieve at the end of the Learning Situation, through the activities and tasks planned for this purpose. Within the objectives of this CLIL Didactic Proposal, a distinction can be established between those related to the fundamental knowledge(s) and those related to the First Foreign Language (English).

-Objectives of the different subjects

Within this part, another distinction between *general content objectives* and *specific content objectives* will be done.

General nonlinguistic objectives

- To work on the 4th SDG of Education of Quality, and inside of this the Gender Equality (target 4.5.).
- To promote values aimed at equal opportunities between boys and girls.
- To identify inequalities between men and women through the development of analytical and critical thinking to assess equal rights.
- To develop the Ethics of Care, through the incorporation of positive practices for conflict resolution and respect for gender equality.
- To encourage communication, cooperative work and dialogue.

Specific nonlinguistic objectives

- To ensure that gender does not limit play preferences and use the playground in a non-exclusive way.
- To have an approach and to know the concepts of gender equality.
- To reflect and to become aware of the limitations and gender stereotypes associated with the sex to which we belong.
- To investigate and to reflect on the gender stereotypes to which we are exposed by the different media.
- To eradicate gender stereotypes.
- To value domestic work and recognize the need to distribute it equitably.
- To know the history of a significant woman in terms of feminism, as well as their contribution.
- To understand what the wage gap between men and women consists of, as well as its factors.
- To be aware of the number of hours performed in domestic (unpaid) work of women.
- To analyze possible sexist language and/or sexism in textbooks.
- To know what mansplaining are, what they are based on and ways to suppress them.
- To work on different specific objectives depending on the area of knowledge in which we find ourselves.

-Language objectives: These linguistic objectives are thought and planned accordingly the CEFR for basic user (A2)⁶ the level that our students, at 6th Primary Education, need to achieve. Furthermore, the operational descriptors of the Plurilingual Competence (PL), within the Order of May 30th, 2023, which develops the curriculum corresponding to the stage of Primary Education in the Autonomous Community of Andalusia, have been considered:

- To understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).
- To communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- To describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres.
- To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire.
- To respect the linguistic and cultural diversity present in their environment, recognizing and understanding their value as a factor of dialogue, to improve coexistence.

4.1.2. Key Competences

In accordance with current legislation (Royal Decree 157/2022 and the Order of May 30th, 2023) all the eight competences for 6th of Primary Education, in the academic year 2023-2024, are developed. This current proposal is transversally developed through different subjects, so it allows us to globally work on all the following competences:

⁶ See more at: <https://tinyurl.com/2p8hby9p>

DC. Digital Competence. Students will have to handle the main resources of the Information and Communication Technologies, for the search of information, elaboration of reports and presentations. (DC1, DC2, DC3 and DC4).

CMCT. Mathematical Competence and Basic Competences in Science and Technology. Students will work on mathematical concepts such as the designing of graphs, the interpretation of data and percentage and the resolution of mathematical problems. (CMCT 1, CMCT 2 and CMCT 4).

LC and PL. Linguistic Communication and Plurilingual. The CLIL environment will make them progress in linguistic communication not only in their mother tongue but also in the foreign language. In addition, during the tasks, almost at all times, they will be developing their writing and speaking skills, as well as internalising the general and specific vocabulary about the gender equality. (LC 2, LC 3, LC 5, PL1, PL 2 and PL 3).

LLC. Learning to Learn. Throughout the whole proposal, the student must drive his/her own learning being the role of the teacher just a guide. In addition, research work forces the student to carry out a correct planning and structuring of learning. (LLC 1, LLC 3 and LLC 4).

SIEP. Sense of Initiative and Entrepreneurship. This competence promotes the research, as well as the information search, the elaboration of final tasks in collaboration with the group, and its subsequent presentations give rise to learning autonomy and a greater critical sense. (SIEP 1 and SIEP 2).

CC. Citizen Competence. This Citizen competence is a key element in practically the entire proposal since it is based on a specific Sustainable Development Goal of the 2030 Agenda. This competence helps students to exercise responsible, social and active citizenship. In addition, it contributes to the improvement of knowledge of human rights and critical reflection on different social aspects. (CC 2 and CC 4).

CCAE. Competence in cultural awareness and expression. This competence is really similar to the previous one, being one key competence is this proposal too as we are working on a cultural aspect. It implies a commitment to the understanding, development and expression of one's own ideas and sense of one's place or role in

society. It also requires an understanding of one's evolving identity and cultural heritage in a world characterized by diversity. (CCAIE 1, CCAIE 3 and CCAIE 4).

4.1.4. Transversal knowledge areas

As it will be developed further beyond later, this proposal is planned to be carried out through different 4 knowledge areas or subjects. Those areas are Education in Civic and Ethical Values, Natural, Social and Cultural Sciences, Foreign Language: English and Mathematics. It needs to be said that the subject of Education in Civic and Ethical Values is only taught, for the first time, in the 6th course of Primary Education.

4.2. Phases of the Didactic Proposal implementation

This section presents the distribution, over time, of the different stages in which the current proposal is developed (*Table 4*), as well as the relevant explanation of these phases. The choice of the theme of the activities and/or tasks (Ethics of care, stereotypes and gender roles, mansplaining, and wage gap) has been chosen for the great appropriation and concordance with the SDG number 4 (Education of Quality), and the fifth target of achieving Gender Equality as well as empowering all women and girls. Working all the above, we will ensure that the values of Gender Equality are real and effective in the teaching-learning process and in the personal lives of our students, as well as their social sphere.

Phases	Description
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<p>1st Phase: Proposal in the teacher staff meeting</p>	<p>During the first teacher staff meeting of the term of the school year, before the arrival of the students, we will explain to all the teachers what methodology we are going to carry out with the students during the first term, as well as its general and specific objectives. In addition, we will propose a common line of action between all the areas in which the transversal Didactic proposal is carried out, coordinating transversally with the Cycle team among us. In this phase we will accept comments, proposals, and possible changes to be made in the planning of it. Every two weeks there will be a meeting, lasting an hour or so, of the Cycle team to discuss whether the development of the proposal is proceeding effectively and share possible improvements, comments, or notes.</p>
<p>2nd Phase: Introduction and passing of the initial questionnaire.</p>	<p>This phase is made up of the first, second and third sessions. First, an <i>initial questionnaire</i> (Annex I) will be passed on the topic that we will deal with during the quarter, to compare it at the end of the quarter and see if the improvement has become effective. After this, the two big tasks (inside the Didactic proposal) that will be developed throughout the school year will be explained, as opposed to the other sessions that will only be carried out during the first term.</p>
<p>3rd Phase: Development of the Proposal</p>	<p>This phase will consist of developing the activities and dynamics of the Didactic Proposal in the temporalization that we have proposed in this same epigraph. The sessions that are associated with specific areas of knowledge, will have a flexible timing for a better adaptation to the classroom schedules.</p>
<p>4th Phase: Dissemination and final evaluation of the Didactic Proposal.</p>	<p>In this phase consists of the eleventh session where the second and final task, within the proposal, will be proposed to the students, voluntary, with the social network "Instagram" in order to disseminate our work and different mansplaining that the students appreciate in different media. In addition, they will be given the same questionnaire as in the first session to see the difference. Different assessment instruments such as rubrics or checklists will be used. With the teaching staff of the Cycle in the last meeting all the opinions, proposals for improvements will be shared and a self-evaluation will be filled out for the evaluation of the Didactic Proposal.</p>

Table 4. Phases of the Didactic Proposal Implementation.

4.2.1. Chronology

In the *Table 5* below, a timeline regarding the timing of the Didactic proposal implementation is presented. In the description of this and in the following section of methodology, the colors associated with meetings or sessions of specific curricular areas are explained:

	September				October				November				December		
Week Phases	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd
1 st Ph.	M			M		M		M		M		M			
2 nd Ph.		S1	S2	S3											
3 rd Ph.					S4	S5	S6	S7	S8	S9	S10				
4 th Ph.												S11		FM	

Table 5. Chronology of the didactic proposal implementation.

4.3. Methodology

As explained in Section 2. Theoretical Framework, the methodology is based on the task-based learning methodology through the CLIL approach to work on a specific aspect of the multicultural education (gender equality). In more detail, the methodological principles on which the innovation proposal is based are as follows:

-Transversality and interdisciplinarity: The main objective is that this proposal is carried out from 4 different areas: Education in Civic and Ethical Values (yellow Natural, Social and Cultural Sciences (green), Foreign Language: English (blue) and Mathematics (orange). The decision to work in this way is based on the fact that the knowledge of different areas of knowledge can be connected, as well as the development of different skills and aptitudes, following the CLIL approach.

-The 4 Cs: Working a Foreign Language (English) in a CLIL environment leads to an approach of the student to the 4C's where the proposal should not only focus on the acquisition of the fundamental knowledge(s), but that the student is able to use the language (L2) that they are learning through communication. In addition, they should be able to achieve this through a learning and thinking process such as the one achieved with this proposal (Cognition), teaching that it is necessary to develop intercultural understanding and global citizenship (Culture) through the different 4 areas or subjects.

-Motivation: The different activities and dynamics are designed to be close to the interests of our students, as well as their environment. The use of ICT, such as the Google Classroom platform, social networks or the treatment of current issues predominate in this proposal.

-Cooperative methodology and dialogue: Most of the activities and tasks are designed so that teachers are a mere guide in this process that makes students reflect on different aspects. They, themselves, are the ones who must work with other colleagues in dialogue and debate, promoting mutual help.

-Critical attitude and hidden curriculum: In all sessions, critical thinking is encouraged regarding the different messages that the media and society convey to us about gender. In addition, we put the main interest in questioning the gender aspects present in the hidden curriculum, which is not taught explicitly, but implicitly.

-Sequencing and progression: The sessions are not randomly planned but are sequenced to be consistent with the progressive acquisition of knowledge, as well as difficulty. This is based on the aforementioned Bloom's Taxonomy, so it is needed to be born in mind that we work from simpler skills to the most complex finally.

4.3.1. Task-Based Learning (TBL)

As it has been explained previously on the Theoretical Framework, this CLIL Didactic proposal is carried out through the Task-Based Learning approach. This teaching approach focuses on students that need to complete meaningful tasks to achieve specific learning objectives. Therefore, the role of the teacher changes from being the only provider of input or content in the classroom, the only responsible for decision making and evaluation, to that of a facilitator, mainly providing guidance and support to the students to achieve the final of each task.

The design of the different tasks to be solved or completed, through the different subjects and areas, has been done following the suggestion by Willis and Willis (2011) who propose seven different types of tasks. The different tasks on this proposal vary from searching for data, classification, matching, compare, storytelling, solving problems and creative tasks, among others.

Furthermore, TBL has been chosen for a Didactic Proposal in this 6th course of Primary Education for several compelling reasons. Some of the reasons are the following:

1. Engagement: TBL encourages active participation and engagement among students. By working on tasks, students are more likely to be motivated and interested in the learning process of this SDG.

2. Language Development: As TBL is often used in language learning contexts, because it promotes language acquisition through real communication. Students learn the foreign language (English) in context and use it to complete tasks, which can be especially effective for language development in this stage.

3. Multidisciplinary: One of the main characteristics of this proposal, as it has been explained in the previous epigraph, is the multidisciplinary of the subjects. Therefore, TBL can be applied across various subjects and topics, making it a versatile approach that can be adapted to different aspects of the curriculum.

4. Problem-solving: TBL encourages critical thinking and problem-solving skills. Students are presented with challenges or tasks, which can be less cognitive demanding and more challenging and including High order skills (HOTs) and Low order skills (LOTs), that require them to apply their knowledge and skills to find solutions. This is essential for cognitive development at this age.

To sum up, Task-Based Learning is chosen for a 6th course of Primary Education because it aligns with the developmental stage and learning needs of students at this age. It promotes engagement, critical thinking, collaboration, and real-world application of knowledge, making it a valuable approach to enhance the learning experience in a primary education setting.

4.3.2. Collaboration among teachers

One unquestionable CLIL characteristic is the fact that helps all the people involved in it to get together with different common goals. Thus, through this didactic proposal it is essential to bear in mind how all the stakeholders involved in it, within their roles, need to collaborate creating a network of collaboration (Pavón, 2018). This aforementioned collaboration is a requisite when a CLIL programme or project is executed, in spite of the context this programme takes place. Due to the necessity of approaching

CLIL and been it seen as a whole, in which all the stakeholders have a role in the success of it, no matter if we are language or content specialists.

In the current proposal all the teachers in the 3rd Cycle of Primary Education would be involved. An agreement and coordination are expected, in the different contents, to be developed in the different curricular areas, as well as a proactive attitude regarding the improvement of this program during the meetings of the Cycle team. Besides, the role of the Language Assistant is a key one in this proposal so it would be an asset to make this stakeholder part of the didactic proposal as much as possible, including the meetings and letting him or her to know the goals and outcomes.

4.4. Sessions

1st Session: Playground and Ethics of Care

Subject	Education in Civic and Ethical Values
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To ensure that gender does not limit play preferences and use the playground in a non-exclusive way. ➤ To practice the Ethics of care.
Language objectives	<ul style="list-style-type: none"> ➤ To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire. ➤ To describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Key competence(s)	<ul style="list-style-type: none"> ➤ LC5, PL2, CCAE 3, CC2, LLC1 and LLC3.
Explanation	<p>Warming part (10 minutes): We will start this proposal with an initial questionnaire that students must answer in about 10 minutes (<i>Appendix I</i>). We will emphasize that there is no wrong answer, that they put what they believe and know since this is not an exam nor will it have a numerical grade, but it is to see what they have learned at the end of all the sessions.</p> <p>Main part (35 minutes): Next, we will explain a simple task that we are going to carry out throughout the school year. It is the task carried out at the CEIP Víctor Oroval i Tomás (Carcaixent, Valencia, Spain⁷) on activities outside the classroom, in the playground. The playground does not follow a regulated operation and there is a great influence on the choice and distribution of games according to sex that would be desirable to avoid. For 20 minutes we will let the students make proposals on how to improve the recess space and problems that they have observed in previous courses.</p> <p>With these proposals, a series of guidelines and norms for the use of the playground in a coeducational manner will be agreed upon. It will be the last year of Primary Education (6th) who will be responsible for monitoring that this is carried out and mediating if there is any problem with the use of the playground. Each week there will be two people who are in charge of this, and we will rotate in order of list. In the tutoring or values session, the teacher will be informed about the development of this task and if there is a problem, we will look for a solution.</p> <p>After this, we will proceed to explain the annual transversal activities that we will develop during the course. Through this great activity we seek that students put the Ethics of Care into real practice. For the explanation of this, we will put a very brief video that explains the concept of the Ethics of Care and its characteristics. We will place special emphasis on the need to care for others regardless of gender.</p>

⁷ See more at: <https://tinyurl.com/3s23a25f>

	<p>Every two weeks, we will divide the large group in two; A subgroup will visit the nursing home and tell them about the different activities with their results that we are working on gender, as well as anything from another subject and listen to what these elders tell them and can also play with them any board game or activity they want. This other subgroup will be divided into other small groups to go to the classrooms of Early Childhood Education to do the same as would be done with the residence guided by the teacher of Early Childhood Education since the main teacher will always be in the residence. These two large subgroups will alternate every two weeks the visit to the residence and the classrooms of Early Childhood Education.</p>
Grouping	Individual and whole class.

2nd Session: What does the media transmit to us? (Gender Stereotypes I)

Subject	Education in Civic and Ethical Values
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To investigate the gender stereotypes to which we are exposed by the different media. ➤ To eradicate gender stereotypes.
Language Objective(s)	<ul style="list-style-type: none"> ➤ To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire. ➤ To respect the linguistic and cultural diversity present in their environment, recognizing and understanding their value as a factor of dialogue, to improve coexistence.
Key competence(s)	<ul style="list-style-type: none"> ➤ LC2, PL2, PL3, DC1, DC3, DC4, SIEP 1, CC3, LC3, LLC1, LLC3 and LLC4.
Explanation	<p>Warming part (5 minutes): We will tell all the students to stand up and to put everyone in one row. The blackboard is divided into two parts: in the right part is written “I agree” while in the left part is written “I don’t agree”. The teacher will read some statements and they will have to put their owns in one part or in another depending on if they agree or they do not agree. Some of the statements could be:</p> <ol style="list-style-type: none"> 1. Pink is a girl’s color. 2. Gay people should not get married. 3. Women should do the house chores. 4. Boys are stronger than girls. <p>After this, and as an introduction, we will watch a video about the gender stereotypes. In this video some children talk and reflect about the conception they have about being a boy and girl (gender stereotypes) and some topics like pregnancy, toys, hobbies, etc. In the speech of those kids, we can see how some of them fall into the characteristic</p>

	<p>stereotypes, but others differ from them. After watching it, in a brief way, we will tell them to comment what it was surprising to them.</p>
	<p>Main part (20 minutes): In this part of the session, we will ask the students to pair up with a computer for each pair. They will have to surf on the internet in order to find at least one or two stereotypes that we are exposed nowadays through the media and written down what they have discovered. For doing so, they would have available a table to fill in (<i>Appendix II</i>)</p> <p>They can find them in any resource (tv series or advertisement, magazines, toys, music, etc). Just in case this task is too difficult for them in 20 minutes, the teacher will provide them some given examples of significant things we want them to analyse and reflect on later. They can choose if they want to analyse and reflect on the examples they will be given or if they want to search new ones. (<i>Appendix III</i>)</p>
	<p>Wrapping up (15 minutes): Once they have finished the previous task each pair will present briefly to the rest of the class the stereotype they have found and in how much quantity the media gives to us. This last part of the session will be more guided by the teacher as she or he will make them reflect with some questions related to the findings they should have done in the main part.</p> <p>Doing that it intended that they throw into question the different stereotypes in order to have a significative learning process and foster their critical thinking about stereotypes and prejudices for their entire life. Some examples are the following:</p> <ol style="list-style-type: none"> 1. Has women the necessity or obligation to remove hair from their bodies? 2. Could boys play with dolls, and girls play football? (<i>Appendix IV</i>)
	<p>Grouping Whole class and pairs.</p>

3rd Session: Glossary + No word pass

Subject	Education in Civic and Ethical Values
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To know the different concepts related to gender equality.
Language Objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To describe in simple, and complex, terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Key Competence(s)	<ul style="list-style-type: none"> ➤ DC1, DC2, LLC3, LC2 and PL1.

Explanation	<p>Main part (40 minutes): During this session we will start making our glossary of coeducation with terms that we will familiarize ourselves with, during this proposal (<i>Appendix V</i>). Each student will have, with the computer, to complete the glossary in Google Classroom with the word that has touched him. In addition to this word, you will have to set an example for the better understanding of it. For this we will use the computers in the classroom, if there were we would go to the ICT classroom. If someone does not have time, they will have to do it as homework.</p> <p>After this glossary, we will make a no word pass on the digital board about the concepts related to coeducation that they have developed. Each student will not have the option to pass the word, he will have to ask for a wild card from another classmate and if this classmate does not know it, he or she can ask the teacher.</p>
Grouping	Whole group and individually.

4th Session: I can (Gender Stereotypes II).

Subject	Natural, Social and Cultural Sciences
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To reflect and become aware of the limitations and gender stereotypes associated with the sex to which we belong.
Fundamental Knowledge(s)	<ul style="list-style-type: none"> ➤ Use of the rules of coexistence and valuation of peaceful and tolerant coexistence.
Language objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).
Key Competence(s)	<ul style="list-style-type: none"> ➤ SIEP 1, CC3, LLC3, LLC4 and PL1.
Explanation	<p>Warming part (5 minutes): To begin with, students will be asked if they have ever been told that they cannot or should not do something because they are boys or because they are girls. They might also wonder if they really think they cannot do something because they are either a boy or a girl. In the classroom, there will be a debate about whether these comments or beliefs are real. etc.</p> <p>Main part (20 minutes): Following the previous part, students will be given several drawings, in these will appear men and women of different origins, ages, clothes ... They can be boys or girls doing sports, boys and girls from different countries studying... We can also put images of historical figures such as Cleopatra, Marie Curie or Napoleon.</p>

	<p>When showing the images to the students we can ask them if they think that the people who appear in them happen to them the same thing that has been spoken in class. (For example, if we show them the image of an older woman, they will be asked if they think there is something you do not let you do or have told you not to do because you are an older lady, or in the case of showing an image of an Asian girl ...) Each image will be accompanied by the title:</p> <ol style="list-style-type: none"> 1. I AM A WOMAN AND I CAN... 2. I AM A MAN AND I CAN... 3. I AM A WOMAN AND I WANT TO... 4. I AM A MAN AND I WANT TO... <p>Then, the class will be divided into five groups of four people giving each group some phrases related to a social space (school, family, community, church, and public spaces) where the different stereotypes of masculinity of how a man should behave and are reflected (<i>Appendix VI</i>). They will have to analyze the phrases and draw a conclusion and then tell it to the whole group.</p> <p>Wrapping up (15 minutes): Discussion of the conclusions</p>
Grouping	Whole group and 5 groups of 4 students each one.

5th Session: Abilities (Gender Stereotypes II).

Subject	Education in Civic and Ethical Values
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To reflect and become aware of the limitations and gender stereotypes associated with the sex to which we belong
Language Objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire.
Key competence(s)	<ul style="list-style-type: none"> ➤ SIEP 1, LC2, PL1, PL2, CC2 and LLC4.
	<p>Warming part (5 minutes): Students will have to read and reflect individually on the relationship of values and abilities that appear in the survey that we will give them (<i>Appendix VII</i>). They will have to complete it by putting an X where they believe it corresponds according to whether the characteristic is typical of the man, woman or indistinct as well as whether they are positive or negative.</p>

Explanation	<p>Main part (25 minutes): After the warming part they will have to answer the following questions:</p> <ol style="list-style-type: none"> 1. Of these skills and values, which do you consider that women or men possess to a greater degree? 2. Within the capacities that you consider more specific to women or men, how do you value them? positive or negative? 3. What capacities and values do men and women participate equally in? <p>They will then come together in groups of 4 people to share their answers and opinions in the previous questionnaire. In addition, they will have to complete a table (<i>Appendix VIII</i>) on whether gender stereotypes come from biological or cultural origin.</p>
	<p>Wrapping up (10 minutes): Finally, the whole class would need to expose the conclusions and results obtained by each group will be shared in addition to delivering the sheet where everything concluded for the teacher is reflected.</p>
Grouping	Whole group and 5 groups of 4 students.

6th Session: Doing groceries, easy task? I

Subject	First Foreign Language: English
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To value domestic work and recognize the need to distribute it equitably. ➤ To assess critically the content that the story conveys about the situation of women.
Fundamental Knowledge(s)	<ul style="list-style-type: none"> ➤ Communication situations, spontaneous or directed, using an orderly and coherent discourse on current issues or close to their interests and those aimed at favoring coexistence and conflict resolution.
Language Objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire.
Key competence(s)	<ul style="list-style-type: none"> ➤ LC2, PL1, PL2, LLC3 and LLC4.
	<p>Warming part (5 minutes): In this session we will work with the story "The mystery of chocolate in the fridge".</p> <p>Before reading the story, we will ask a series of questions to the whole group:</p> <ol style="list-style-type: none"> 1. Who are the people who cook at home? 2. Who are the shoppers? 3. Do you think cooking is easy?

Explanation	4. Where or who do I teach the person who cooks in your home to cook? 5. Is there a recipe in your family that has been passed down from generation to generation?
	Main part (25 minutes): Next, we will divide the class into 3 large groups giving each one of the three parts of the story to read and work on it as well as prepare a brief role-play and draw their conclusions (<i>Appendix IX</i>). Once the story is read, each group will have to do a role-play on their part. After each performance, each group will comment on the conclusions drawn on their part.
	Wrapping up (15 minutes): Finally, we will all discuss together the conclusions they have drawn from the story guiding them to be aware of the importance and work of feeding a family. We can emphasize that historically the preparation of food at home has been the work of women with all the work that this entails. Annotation: If we want to make a connection with the subject of Natural, Social and Cultural Sciences, and specifically the theme of food, we could do a second session designing a healthy menu. They should consider the tastes of all family members and the food wheel/pyramid for a correct menu.
	Grouping
	Whole group and three groups.

7th Session: Doing groceries, easy task? II

Subject	Mathematics
Specific nonlinguistic objectives	➤ To value domestic work and recognize the need to distribute it equitably.
Language objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). ➤ To communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
Fundamental Knowledge(s)	➤ Collection and classification of qualitative and quantitative data using elementary survey, observation, and measurement techniques.
Key competence(s)	➤ CMCT 1, CMCT 2, CMCT 4, PL1, and SIEP 2.

Explanation	<p>Warming part (10 minutes): First, we will give each student a sheet. In this, they will have to answer individually a table with different household tasks and the person in the house who takes care of them (<i>Appendix X</i>). Next, each one will have to ask four classmates what they have put and indicate the number of hours that each person dedicates per day to domestic work.</p>
	<p>Main part (25 minutes): Now, the teacher will copy the graph on the board and explain to the students how they should order and represent the data they have already collected. Once this is explained, they will be able to elaborate the graph on their folios according to the instructions given. Once they have done this, let's orally compare the results of the data collection of several of them, orally, with the following statements of their graphs:</p> <ol style="list-style-type: none"> 1. In 4 families, it is who else works at home. 2. In some families, it is who cleans at home. 3. In all families participate in domestic work. 4. In most families..... takes care of (n) little/quite/a lot of household chores.
	<p>Wrapping up (10 minutes): Finally, we will analyze again orally with the whole group if they are equally distributed. Possibly, the conclusion after the analysis of the data will be that the mother is the one who performs most of the tasks, so we will reflect on what we would do to improve this situation of inequality. The teacher will be given the graph file.</p>
Grouping	Individually and whole group

8th Session: Feminism

Subject	Natural, Social and Cultural Sciences
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To know the history of a significant woman in terms of feminism, as well as her contribution.
Language Objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres.
Fundamental Knowledge(s)	<ul style="list-style-type: none"> ➤ Use of Information and Communication Technologies to search and select information and present conclusions.
Key Competence(s)	<ul style="list-style-type: none"> ➤ DC1, DC2, DC3, SIEP 1, CCAE 4, LC2, PL1, CC2 and LLC4.
	<p>Main part (30 minutes): During this activity we will get to know several women who have played an important role in the historical movement of feminism. For the development of this activity, we will divide the class into five groups of 4 students.</p>

Explanation	<p>Using one computer per group, they must search for an image of the person assigned to them by the teacher, as well as information about them, date of birth, biography data or their contributions to history. Each group must fill out a cardboard with the most important data that at the end will be exposed to the rest of the groups.</p> <p>Once all the people have been presented, the whole class must order the women by date, placing on the string a photo and the cardboard where their biography and contributions are explained. At the end we will have a thread of time. The 5 women to research on will be the following:</p> <ul style="list-style-type: none"> • Olympe de Gouges. • Clara Campoamor. • Simone de Beauvoir • Carlota Bustelo • Vandana Shiva
	<p>Wrapping up (15 minutes): When all the groups have exposed their historical figure, we will ask some questions as a general conclusion in the big group. They are:</p> <ul style="list-style-type: none"> • Did you know these women? • Do we see them present in our history books, literature, etc.? • What do you think we can do in the face of this reality?
Grouping	5 groups of 4 students.

9th Session: The wage gap.

Subject	Mathematics
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To understand what the wage gap between men and women consists of, as well as its factors. ➤ To be aware of the number of hours performed in domestic (unpaid) work of women.
Language objective(s)	<ul style="list-style-type: none"> ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Fundamental Knowledge(s)	<ul style="list-style-type: none"> ➤ Resolution of problems of everyday life in which different magnitudes and units of measurement intervene (lengths, weights, capacities, times, money ...), with natural numbers, decimals, fractions and / or percentages.

Key competence(s)	➤ CMCT 1, CMCT 2, CMCT 4, LC2, PL1, SIEP 2 and CC3.
Explanation	Warming part (5 minutes): We will start this activity by watching the video about the wage gap in our country " Do women earn less than men? " After this we will discuss in the big group the conclusions of the video and any questions that there are in relation to this concept.
	Main part (35 minutes): After the clarification of these concepts, we will give the students a file (<i>Appendix XI</i>) of the data of the two types of graphs prepared by the Spanish Confederation of Business Organizations (CEOE). The first graph shows the factors that influence the existence of wage differences between the sexes. The second shows us the daily time spent on unpaid work. After this, we will discuss the conclusions in a large group and divide them into pairs for the realization of the second part of the file. In this part they will have to solve the mathematical problems of percentages and conversion from hours to minutes and vice versa on the data analyzed and others invented by the teacher on a hypothetical case of wage gap. This card will be given to the teacher, if there is time, the problems with the large group will be corrected. Otherwise, the teacher will correct them.
Grouping	Whole group and pairs.

10th Session: Textbooks...sexists?

Subject	Natural, Social and Cultural Sciences
Specific nonlinguistic objectives	➤ To analyze possible sexist language and/or sexism in textbooks.
Language Objective(s)	➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To respect the linguistic and cultural diversity present in their environment, recognizing and understanding their value as a factor of dialogue, to improve coexistence.
Fundamental Knowledge(s)	➤ Sensitivity, critical sense in analysis and commitment in relation to the search for the best alternatives to progress and develop.
Key Competence(s)	➤ SIEP 1, CCAE 4, LC3, PL1, PL3, CC3 and LLC4.
	Warming part (5 minutes): During this activity we want to check if our textbooks are sexist or not. For the development of this activity, we will divide the class group into four groups of five people each. Each group will be assigned an area (Natural, Social and Cultural Sciences, First Foreign Language: English, Second Foreign

Explanation	Language: French and Mathematics) to analyze the book of the corresponding area in about 30 minutes.
	Main part (30 minutes): After taking a general look at the book, they will have to complete a file with a series of data (<i>Appendix XI</i>) commenting them among all the components. Then, in 20 minutes, they will have to write their own conclusions (answering the questions in the file) about the existence or not of gender discrimination and then present them, along with the results, to the rest of the class. In addition, they will have to choose a sheet where they have seen some indication of sexism and propose how they would change it to solve this problem and also expose it to their colleagues.
	Wrapping up (5 minutes): Presentation of the conclusions
Grouping	4 groups of 5 students.

11th Session: Insta-mansplaining and final questionnaire.

Subject	Education in Civic and Ethical Values
Specific nonlinguistic objectives	<ul style="list-style-type: none"> ➤ To know what mansplaining are, what they are based on and ways to suppress them.
Language Objective(s)	<ul style="list-style-type: none"> ➤ To understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). ➤ To use at least, one language, in addition to the mother tongue, to respond to simple and predictable communicative needs, in a way appropriate for both to their development and interests and to everyday situations and contexts of the personal, social and educational spheres. ➤ To recognize, based on his/her experiences, the diversity of linguistic profiles and experiments with strategies that, in a guided way, allow the student to make simple transfers between different languages to communicate in everyday contexts and expand his/her individual linguistic repertoire. ➤ To respect the linguistic and cultural diversity present in their environment, recognizing and understanding their value as a factor of dialogue, to improve coexistence.
Key Competence(s)	<ul style="list-style-type: none"> ➤ DC1, DC2, DC3, DC4, SIEP 1, CCAE 4, LC3, PL1, PL2, PL3, CC3 and LLC4.
	Warming part (5 minutes): During this session we will deal with mansplaining. In the glossary session we already knew what it was so we will start by throwing a question to everyone: Could you say some mansplaining that you have lived or witnessed?

Explanation	Next, we will play a short video on examples of mansplaining made by the newspaper <i>El País</i> (2016). If there is no comment, or reflection we will put another article of the <i>Daily Mail</i> newspaper with more examples of everyday mansplaining commenting on them very briefly.
	Main part (30 minutes): After all this, we will propose a final task in the social network "Instagram". Therefore, the knowledge of mansplaining does not end here. We will tell them that, voluntarily, they can put in the Google Classroom forum different examples of stereotypes such as news, music, experiences they have lived. They would also be able to post a video that they make themselves (provided that parents sign a data protection and image paper to disseminate it) or publications of public "influencers" that contain mansplaining. The teacher will create a public Instagram (the user can be Defeating stereotypes + Name of the Center) and will make the same publications that the students first made in the Google Classroom putting in the caption the authorship and their reflections. We do this in this way so that through this online platform the teacher first sees the material to be published and that students do not use this social network all at once and for another purpose that is not didactic. Parents who do not give permission to use the data or image of their children will publish the content without authorship or image.
	The purpose of this task is the dissemination of mansplaining with a tool that motivates them, uses them and is easily accessible to everyone: Instagram. In this social network we can also publish the activities carried out with their results for the dissemination of these as well.
	Wrapping up (5 minutes): As a final high, we will pass the same questionnaire that we passed in the first session to be able to check the differences and another self-evaluation sheet so that they also put comments, improvements, and feedback.
Grouping	Whole group.

4.5. Resources

For carrying this proposal out, the following human resources are needed: First, we will need teachers who will participate in the development of the different tasks from different areas with a coordination and programming of Cycle, as well as a language assistant. Secondly, the students of the Third Cycle of Primary Education. Finally, we will need elderly people from a residence and students of Early Childhood Education. The other specific resources for each of the sessions are explained on the previous epigraph or added through links embedded.

4.6. Assessment and evaluation

We need to start stating the fact that the assessment will be presented to the students at the moment of presentation and at the beginning of the Didactic proposal, so that they know at all times what is expected of them and setting clear expectations. This evaluation and assessment of the current Didactic Proposal, is divided into two subsections depending on whether we want to evaluate the students or the proposal itself:

Assessment of the students

To start with, needs to be said that each of the sessions, on this TBL proposal, have a specific task, to be completed, that would be assessed. Therefore, the assessment of the students will also be split up in 3 phases or stages:

1. Initial assessment: The initial questionnaire (*Appendix I*) will be passed in September, during the first session, to check the conceptual and attitudinal knowledge from which the students start in order to make any possible changes.

2. Formative assessment: To evaluate or assess the different activities, tasks and dynamics, direct and systematic observation will be used mainly. This will allow to assess the progress of the students in terms of the acquisition of learning, and use of language, and the information will be collected by several instruments. The first instrument to use is a rubric on different aspects, such as oral participations, written production, or attitude towards the proposal, during the sessions (*Appendix XIII*). Moving on to the evaluation of cooperative or pair work for each session, a checklist will be used. The reason for choosing this evaluation instrument lies on its simplicity, which makes it possible and real to evaluate or assess this cooperative work session after session (*Appendix XIV*)

3. Final and summative assessment: For the final evaluation, in December, the initial questionnaire that was already passed in September will be passed again to compare both with the aim of checking the possible improvement of this knowledge after the development of the proposal. Furthermore, the final task and instrument tool, would be a portfolio in which the students or groups would be able to collect all their tasks. This aforementioned portfolio will be assessed through the rubric of the assessment of the individual written productions (*Appendix XIII*). However, it needs to be said that, since

ICC covers cognitive, behavioural and affective domains, its evaluation should be formative rather than summative (Lussier et al., 2007). Therefore, the summative assessment it is not that important as the formative. The final tool used would be a self-assessment one. This is due to the importance of reflecting on all the work done and the attitudes, knowledge obtained after the proposal. Students should complete a dartboard (Figure 7) in the last session and give it to the teacher.

On a scale of 1 to 5 – where 1 is “I know perfectly” and 5 is “I do not understand” – please rate the following statements:

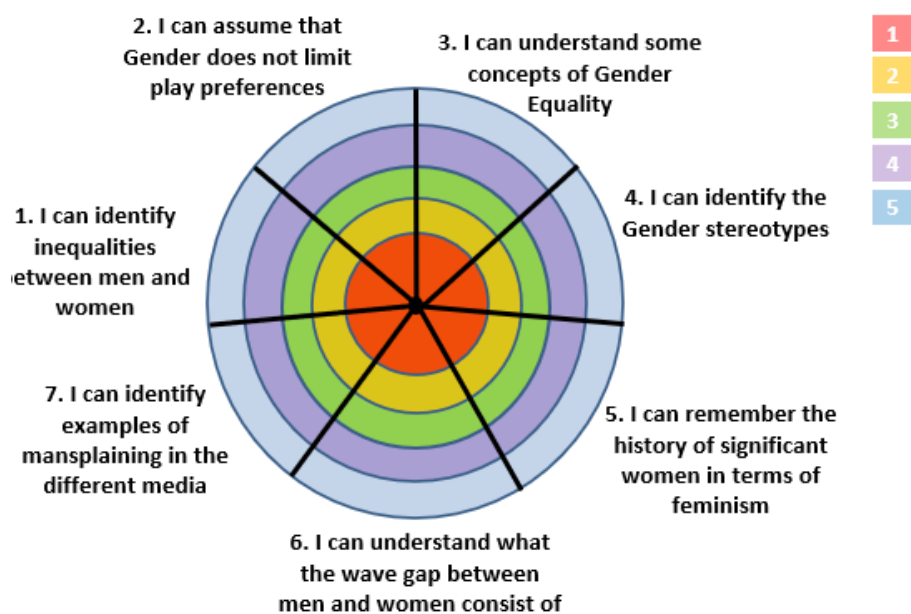


Figure 7. Dartboard for self-assessment.

Evaluation of the Didactic Proposal

For the evaluation of the current Didactic proposal, *the initial and final questionnaire (Appendix I)* carried out for the evaluation of students will also be used. Through this comparison, among the initial stage of the proposal and the final one, it will be possible to check and analyse if an improvement in both knowledge and attitudes, related do Gender has been achieved.

The two monthly meetings of the Cycle Team will also be considered during the development of the proposal (in total 7 meetings) where all the observations, comments, and possible improvements of the proposal will be collected. Finally, at the last meeting,

an adapted *checklist (Appendix XV) of the Centro Nacional de Desarrollo Curricular en Sistemas no Propietarios CEDEC (2020)* will be passed to all teachers for self-evaluation taking into account aspects such as planning, development or evaluation with comments or questions related to the proposal.

4.7. Attention to diversity

Attention to diversity in the classroom is one the key elements to make the most of each student's abilities and skills. It also prevents boredom and the lack of interest towards the proposal. Within this proposal active methodologies or Student-Centered Methodologies, such as Task-Based learning (TBL) are used. This methodology is easily adaptable to special needs students as, the proposal and TBL emphasizes on practical, real-life tasks, which can help special needs students connect what they are learning to their daily lives. This can make the content more relevant and easier to understand. Furthermore, a key element like flexibility allows us to differentiate each task and session. The activities and tasks designed can be adapted to meet any individual need and ability of each student. Another key element said previously is collaboration, thanks to which students can benefit from.

The different social interaction and cooperation among the students provides opportunities for social skill development and peer support, as well as the special focus of the teacher and the language assistant on those students in terms of linguistic scaffolding. In the same line, to help with the linguistic scaffolding of the Foreign Language (English), the teacher will provide different documents on specific vocabulary and language to be used within the different tasks, in order to support all the students but specially the special needs ones.

However, it needs to be said that it would be important to note that the success of this current proposal and the methodology of TBL with special needs students depends on the careful planning, and adaptation of it, individualized instruction, and ongoing support, as well as an adaptation of the assessment criteria. Teachers carrying this proposal out would need to collaborate with special education professionals and parents

to design and implement the different tasks that would be appropriate for the students' abilities and needs.

5. CONCLUSION

With the implementation of this CLIL Didactic proposal, the main aim is to work on the SDG 4 of Quality Education and more specifically the fifth target of Gender Equality. A quality coeducational practice is intended to be developed for students through a variety of resources and strategies, such as dialogue, cooperation, or reflection. The proactive attitude of all the stakeholders involved is much needed in order to transmit all the knowledge and attitudes towards the Gender theme.

Working on SGDs, in general terms, as well as putting the focus on the Global Competence can help all the students significantly. Through these, the students might develop cultural awareness and respectful interactions in increasingly diverse societies, recognize and challenge cultural biases and stereotypes and prepare for the world of work, being effective communicators, among many others. We can conclude that Global Competence and Intercultural Communicative Competence supports the SGDs by providing the vision of education the SGDs advocate for, and by encouraging students to act in the general interest of collective-wellbeing and sustainable development that the SGDs embody. Furthermore, following the CLIL methodology's characteristics we cannot forget about working on all the 4Cs, including Culture that tends to be forgotten or lost in some CLIL Didactics Proposal or on the day-to-day in the classrooms.

Thus, the aforementioned different activities, tasks and dynamics are designed to invite students to reflect, through the foreign language (English), on the different values that the society transmits to us about Gender, in order to make them more equalitarian. Furthermore, our main target students (alumnae of the 6th course of Primary Education) will be endowed with skills, critical capacities, theoretical knowledge and sufficient attitudes thanks to the Didactic proposal, and the annual activities or tasks developed in it. In addition, through the Task-Based Learning approach the students will have an effective learning environment, where they will not only gain proficiency in the foreign language, but also excel in fundamental knowledge(s). This approach enhances the

overall educational experience and prepares students for success in an increasingly interconnected and globalized world.

It could be said that, in general terms, the main expected result is that students will have attitudes based on feminism so that they have a correct and quality coexistence before they go to higher educational stage (Compulsory Secondary Education). Consequently, this objective will favour effective equality between both sexes avoiding and reducing machismo and discrimination based on gender. Another expected result is that our students will know how to use and consume different media, such as the internet, social networks, or television critically in regards of the analysis and content that they transmit to us about one genre or another.

To finish with and in regards of the collaboration between the teaching staff, an agreement and coordination are expected through the different knowledge contents and subjects, as well as a proactive attitude regarding the improvement of the current proposal during the Cycle meetings. The collaboration between the teachers and the Language Assistant is a key factor to bear in mind, due to the key role of the last one. The Language Assistant can provide language scaffolding, when needed, to the weakest ones and also stretch the strongest ones. Collaboration between all the educational stakeholders leads to a successful development of any kind of Didactic Proposal, and more concretely in the CLIL ones.

6. FUTURE PERSPECTIVES

As a prospective, it is suggested to carry out this proposal in a real environment and to carry out a study in a CLIL and in a non CLIL environment and to check the possible differences with the application of the proposal in terms of the L2 enrichment of students. Furthermore, given the multidisciplinary nature of TBL and more specifically the proposal presented, it would be possible to study the possibility of carrying out the proposal with other linguistic areas, such as English, as well as other areas of knowledge such as Arts, Second Foreign Language (French) or even PE.

On the other hand, it would be really beneficial to have a constant communication with the Secondary Education School the students are going too, in order to do a smooth transition from both stages. If the same students did a project or didactic proposal on the same theme, we could give more insight on whether they proposal has really had a significant effect on the students. Another thing to be considered might be passing a questionnaire to the parents or relatives of the students to check if they have seen any improvement on this or even to raise their relative's awareness on this.

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7.2. Educational legislation

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Organic Law 3/2020, December 29th, which amends Organic Law 2/2006, May 3rd, of Education (LOMLOE).

Royal Decree 157/2022, March 1st, which establishes the basic curriculum for Primary Education.

Decree 101/2023, May 9th, which establishes the organization and curriculum of the stage of Primary Education in the Autonomous Community of Andalusia.

Order of May 30th, 2023, which develops the curriculum corresponding to the stage of Primary Education in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity and individual differences, establishes the organization of the evaluation of the learning process of students and determines the process of transit between the different educational stages.

Order of June 28th, 2011, regulating bilingual education in schools in the Autonomous Community of Andalusia (Consolidated text, 2016).

Order of August 1st, 2016, amending the Order June 28th, 2011, regulating bilingual education in schools in the Autonomous Community of Andalusia (BOJA 05-08-2016).

8. APPENDICES

Appendix I: Initial questionnaire for students

Initial Questionnaire on Gender Equality

1. Mark with a cross (in the YES or NO) each of the following affirmations depending on your thinking.

Statements	YES	NO
The dolls are exclusively for girls.		
Feminism is only about women.		
A boy should not cry that is typical in girls.		
Women should wax, men don't have to.		
My mother does the housework because she is better at it than my father and it is her task.		
There are clearly trades for men and women.		
If it has always been spoken in masculine, why are we going to change it now.		

2. Answer briefly the following questions:

2.1. Do you know any important woman for the history of Spain or any other country?

2.2. What are "gender stereotypes"? Give an example.

2.3. Do you think we should work harder for women's equality or is everything done?

2.4. What do you think could be your contribution to achieving gender equality?

Source: Own creation.

Appendix II: Table on gender stereotypes in the media.

Name of the series/cartoon /youtuber	Theme	Name of its characters, according to their importance	Mark the male characters	Mark the female characters	Most important characteristics of the characters

Source: De la Peña & Fundación Mujeres (2007).

Appendix III: Examples of gender stereotypes on the media.

1. Songs

- *Hey mama* by David Guetta feart Nicki Minaj, Bebe Rexha & Afrojack

**“Yes I do the cooking
 Yes I do the cleaning
 Yes I keep the nana real sweet for your eating
 Yes you be the boss yes I be respecting
 Whatever that you tell me 'cause it's game you be spitting**

Best believe that when you need that
I'll provide that you will always have it
 I'll be on deck keep it in check
When you need that I'mma let you have it”

Source: <https://tinyurl.com/mr2a8h88>

1. Women must do household chores.

2. Men seen as bosses.
3. Women subordinate to men.

- ***Dear Future Husband* by Meghan Trainor**

“Dear future husband
 Here's a few things you'll need to know if you wanna be
My one and only all my life
 Dear future husband
 If you wanna get that special lovin'
Tell me I'm beautiful each and every night

[...]

You gotta know how **to treat me like a lady**”

Source: <https://tinyurl.com/2y9vv2x9>

1. Concept of relationship associated with possession.
2. Woman who always wants someone to tell her she is beautiful (gender stereotype → beauty of woman).
3. Is there a specific way to treat a woman? Is she the right one telling her she's pretty all the time?

- ***Búscate un hombre que te quiera* by Arrebato**

“Búscate un hombre que te quiera
Que te tenga llenita la nevera
 Mírame no ves que soy un músico
 Y que no tiene chuquera
 Y cuando tengo me lo gasto”

Source: <https://tinyurl.com/39xjh2rb>

1. Can't a woman live alone without needing a man?
2. Can a woman not have economic independence without needing a man?

- ***Cuatro babys* by Maluma**

“Ya no sé que hacer
No sé con cuál quedarme
 [...]

Siempre me dan lo que quiero
Chingan cuando yo les digo
Ninguna me pone pero”

Source: <https://tinyurl.com/5edjk8pp>

1. Conception of woman as a passive being where the man chooses which one to stay with.
2. Man is the one who has the power of decision while she is subordinate.
3. Submissive woman.

- ***Ur so Gay* by Katy Perry**

“I hope you hang yourself with your **H&M scarf**
 While xxxxx (jacking off) **listening to Mozart**
 You bitch and moan about LA
 Wishing you were in the rain reading Hemingway
You don't eat meat
 And **drive electrical cars**
 You're so indie rock it's almost an art
You need SPF 45 just to stay alive”

Source: <https://tinyurl.com/ms5xn8n4>

1. Promotion of the old masculinity where the man if he takes care of his wardrobe is gay since that only women do (H & M scarf).
2. That she likes music and art → stereotype of woman.
3. He drives an electric car and does not eat meat, coming to say that he cares for the environment and female stereotypes animals→ .
4. He says he needs level 45 protection from the sun, assumes the fact that a man takes care of his health is a feminine characteristic since men do not take care of themselves.

- ***California girls* by Katy Perry**

“California girls, we're unforgettable
 Daisy Dukes, **bikinis on top**
Sun-kissed skin so hot, we'll melt your popsicle
 Oh-oh-oh-oh-oh, oh-oh-oh-oh-oh-oh-oh
 California girls, **we're undeniable**
Fine, fresh, fierce, we got it on lock
West Coast represent, now put your hands up
 Oh-oh-oh-oh-oh, oh-oh-oh-oh-oh-oh-oh”

Source: <https://tinyurl.com/r96akvvd>

1. California Girl Stereotypes: Do All Girls Wear Bikinis and Are They Tanned?
2. Is there only one type of girl representing California?

2. Toys



3. TV Adverts





4. Series and movies



Source: Google pictures. Retrieved from: <https://tinyurl.com/27pp4dvk>

Appendix IV: Questions about possible findings.

1. Do women have the need or obligation to remove hair from their bodies?
2. Could children play with dolls and play soccer?
3. Are there really boys' things and girls' things?
4. Would it be acceptable if your father did housework as a housewife while your mother worked?
5. Are being strong and sensitive incompatible things?
6. Can a boy be a feminist?
7. Is it okay for a boy to cry?

Source: Own creation

Appendix V: Glossary

Coeducation: It is an intentional process of intervention through which the development of boys and girls is enhanced based on the reality of both sexes. It is to teach to respect the different and to enjoy the richness offered by the variety.

Discrimination: Any distinction, exclusion or restriction based on ethnic or national origin, sex, age, disability, social or economic status, health conditions, pregnancy, language, religion, sexual orientation, marital status or any other has the effect of preventing or nullifying the recognition or exercise of rights and equality of opportunities.

Equality: It is the principle that all human beings are equal in any democratic society. Referring to gender equality, it starts from the fact that men and women have the freedom to develop their personal skills and make choices without being limited by stereotypes or gender roles.

Feminism: Social movement that fights for equal rights in all areas of social life: civil, political, labor rights, etc., and greater participation in the spheres of public life.

Gender: Set of ideas, beliefs and social attributions, built in each culture and historical moment. From this, the concepts of "masculinity" and "femininity" are constructed, which determine the behavior, functions, opportunities, valuation and relationships between women and men.

Masculinity: It is a social construction referring to culturally accepted values of what it means to be a man. Men's sexual organs identify them with being male, but the way they behave, act, think, or relate depends on what is accepted in society.

Mansplaining: Mansplaining is a term that refers to acts that promote other forms of gender violence or misogyny: psychological, emotional, physical, sexual and economic abuse, which would be totally normalized in society.

Parity: A political strategy that aims to ensure balanced participation between women and men in all areas of society, particularly in decision-making.

Role: A set of subjective functions, tasks, and responsibilities related to a gender. That is, when a role is taken as mandatory, the people around the person demand that they fulfill it and behave as the role says.

Sex: Biological, anatomical, physiological, and chromosomal differences and characteristics of human beings that define them as female or male. We are born with these characteristics; they are universal and unchangeable.

Sexist language: The way we speak reflects our conception of the world and at the same time collaborates in the construction of images of people and social groups. Sexist language has helped for centuries to reproduce unfair relations between the sexes that make women invisible by subordinating the feminine to the masculine. In addition, it reinforces the situation of discrimination against women and promotes the generation of stereotypes.

Sexuality: It is the set of anatomical, physiological, and affective conditions that identify each sex. It is also the set of emotional and behavioral phenomena related to sex, which decisively mark the human being in all phases of his development.

Sorority: Solidarity among women under the logic that they have suffered the same kind of discrimination and mistreatment. It means allying to combat this situation, starting from what they have in common.

Stereotypes: Beliefs about human collectives that are created and shared among groups within a given cult. These only become social when they are shared by a large number of people within social groups or entities. Sex stereotypes refer to popular beliefs about the activities, roles, traits, characteristics, or attributes that characterize and distinguish men from women.

Violence against women: Any violent act that has as its root motive the belonging to the female sex and that results in suffering and/or physical, psychological or sexual harm, whether in public or private life.

Wage gap: It is a statistical measure that shows the economic difference between men and women for performing the same task. Being aware of the existing wage gap is fundamental to try to fight for equality.

Source: Adapted from Conética (2015). Retrieved from: <https://tinyurl.com/3u4tc34a>

Appendix VI: Social spheres

School

- "Look at that boy, he is playing with dolls in the playground".
- "Dancing it is not for boys".
- "Do you like that girl's series? You're a boy!".
- "I prefer to have a female teacher, they're better at their job".

Family

- "Son, don't cry...don't be a girl".
- "Girls should do house chores instead of boys".
- "I wish your future baby would be a girl so she would be able to take care of you".
- "If your baby is a boy, he would be gross when playing."

Community

- "If your baby is a boy would be better as he would earn more money".
- "Men shouldn't do women's jobs".
- "It is a fact of nature that men are stronger and smarter than women".

Church

- "The husband must protect his wife, feeding her, clothes and love".
- "Women have the right to have their husband's surname".
- "Women should take care of their children".

Public spaces

- “All the Primer Ministers should be men”.
- “Men should have most of the politic positions”.
- “Health, education and justice’s decisions should be in charge of men”.

Source: Adapted from Roberto Estrada, Barrios, and Naranjo (2018).

Appendix VII: Sexist stereotypes

Skills	WOMAN		MAN		INDISTINCTLY
	Positive	Negative	Positive	Negative	
Emotiveness					
Intelligence					
Tenderness					
Aggressiveness					
Dynamism					
Weakness					
Objectivity					
Authority					
Sensitivity					
Decision					
Submission					
Subjectivity					
Competitiveness					
Observation					
Intuition					
Synthesis					
Criticism					
Self-esteem					
Initiative					
Creativity					
Safety					
Fear					
Docility					
Leadership					
Dependence					

Source: Own creation

Appendix VIII: Sexist stereotypes II.

1. Write the numbers that correspond, if the statements are of cultural or biological origin.

1	Only women can get pregnant.
2	Men are good at fixing electrical appliances.
3	Women cry in public more easily than men.
4	The army is a mostly male space.
5	Women live longer than men.
6	Domestic chores are mainly performed by women.
7	Men find it difficult to manifest their vulnerability.
8	The male body possesses more strength than the female one.
9	Girls usually acquire language at an earlier age than boys.
10	The male body possesses more resistance than the female body.
11	Women find it difficult to reconcile their work with their family life.

Biological	

Cultural	

Source: Own creation

Appendix IX: Doing groceries, easy task? I

First part

Manu got up in the morning as usual: moaning and protesting because he had to get dressed, he had to comb his hair, he had to wash... Every day the same. Luckily when he is half-dressed, he usually gets a smell of hot milk with cocoa, toast, orange juice ... How good, breakfast! As breakfast was finished and his stomach calmed, he watched his mother's movements from one side of the kitchen to the other. When he realized what his mother was preparing, he could not suppress the expression: "How disgusting! Spinach again!"

His mother didn't like anything when he said that. She always explained that she prepared the food with great love and that all the things she used to cook were good and served to make her grow. You can say: "I don't like that very much, give me a small plate, please"; But saying "how disgusting!" was like despising her job as a cook (which is a lot), and everything she knows about what he needs to grow (which is also a lot) and the affection with which she had done it (which is a lot).

Second part

It was almost night. Manu finished taking a bath, dried himself in a hurry, and put on his pajamas. He was starving and the smell of the croquettes his mother prepared in the kitchen was amazing. He heard his mother: "Manu, I'm going to the car! You have dinner in the kitchen." He shot out into the kitchen and sat down in front of the plate his mother had prepared for him. He got up from the table to get cold milk and when he opened the fridge, he found a big surprise: It was empty! There was no milk or yoghurt or fruit or vegetables or sausages or ham or fish or juices or cheese or butter or jam or anything. He couldn't quite believe it. How was it possible that there was only one bar of chocolate in the fridge?

Manu was very surprised, but he didn't say anything; He closed the fridge door and went back to the table without the cold milk. He was very worried. How did your favorite chocolate, the one that is only bought on special occasions, get there? And the rest of the food, where is it? He went back to the fridge again and slammed the door open. Same again! There it was, "alone", in the middle of nowhere, the richest of all chocolates in the world. He was a little worried. I kept thinking about what I would have for breakfast tomorrow, what I would have a snack. And his family? He took the spinach without question. He took the croquettes unwillingly. And just then, when he was finished, his mother came into the kitchen with a bunch of bags.

Third part

Behind him was Manu's father with another pile of bags. He had just arrived from shopping and his mother had come to help him unload the car. Manu's mother was surprised: - Are you done yet? What a surprise! Very well! Manu hardly listened: Mom, dad, you are not going to believe it, but the fridge is empty; It's empty! Well, not quite: there is chocolate that I like so much. - Wow, you've already figured it out! -said his mother- As today there was spinach, which is what you like least, because I have also bought chocolate that you like the most. "Yes, Mom, but the fridge is empty, empty!" "Okay," said his father. - Hey, Manu, do you know that refrigerators have to be cleaned inside and also "filled" with food with some frequency? Manu suddenly fit all the "pieces" together. How could he not have noticed before! He went to his mother and hugged her tightly: "Thank you very much for the chocolate, Mom. You know? I liked today's spinach a little more."

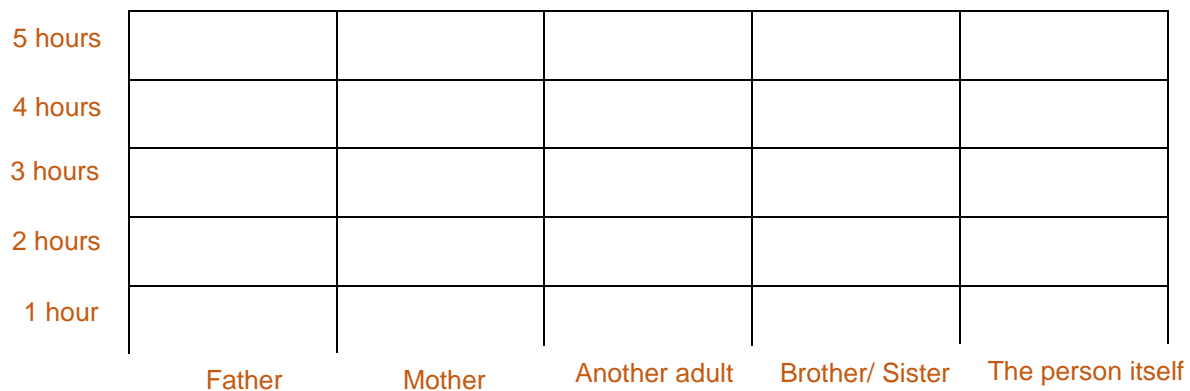
Source: Adapted from Cerviño Saavedra & Calzón Álvarez (2004)

Appendix X: Doing groceries, easy task? II

1. You will carry out a survey. To do this, you need to ask to 4 classmates about the house chores. You have to write down the **number of hours** each person dedicates to the different house chores:

House chore	Your father	Your mother	Another adult	Your brother/sister	The person itself
Doing groceries					
Cooking					
Setting the table					
Clearing the table					
Making the bed					
Washing the clothes					
Ironing					
Do not participate					

2. Make a graphic with the number of hours dedicated to the house chores.



The vertical axis represents the hours per day that each person spends doing house chores.

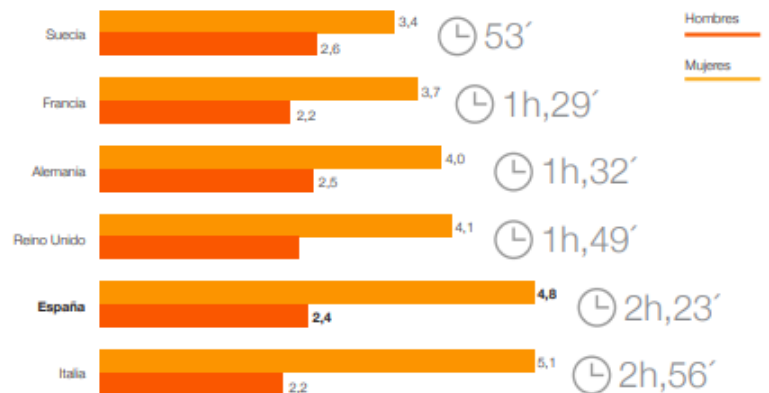
Source: Own creation

Appendix XI: The wage gap

1. Factors of wage gap



2. Daily time spent on unpaid work



1) El trabajo no remunerado incluye el trabajo doméstico rutinario, compras, cuidado de niños, adultos y otros miembros de la familia, voluntariado, desplazamientos relacionados con tareas del hogar y otras actividades no remuneradas.

Source: Adapted from CEOE (2019).

1. Resolve the following math problems on the back of the worksheet:

- According to the video, it has been illegal since 1980 for a woman to be paid less than a man for performing the same function. How many years has this been illegal in Spain?
- After having seen the graph regarding the time that women in different countries spend on unpaid work, it answers the following questions:
 - How many more hours, in general, do Spanish women perform than women in France?
 - How many minutes do Spanish women play in unpaid work?
 - How many hours do women in the 5 countries perform in unpaid work? And minutes?
 - Sort the previous data from lowest to highest hours performed.
- In a large telephone company, a man earns 20,856 euros annually, considering salary supplements and overtime, while a woman charges 30% less for the performance of the same task. How much does the woman charge annually? What is the economic difference of the man with respect to the woman?

Source: Own creation

Appendix XII: Is our textbook sexist?

Área:		
Items	Notes	Page
Number of women who appear and theme in which they intervene.		
Number of men who appear and theme in which they intervene.		
Write down activities where only the man comes out without including the role of women or their repercussions.		
Number of times women appear as wives, housewives or caretakers of the family.		
Number of times men appear as husbands, housemasters, or family caretakers.		
Number of times they appear with a job in a position of power and prestige.		
Number of times they appear in subordinate or lower jobs		
Adjectives ascribed to boys or men		
Adjectives ascribed to girls or women		
Expressions where the masculine is named without female representation.		
Situations in which there is gender inclusion.		
The woman presents a "perfect body".		
Leisure activities that man does.		

Source: Adapted from Instituto Andaluz de la Mujer (2008).

1. Do you think that the book analyzed is sexist? Why?
2. Write schematically the conclusions reached by the group:
3. What are the consequences of this portrayal of women and men for the people working with this book?
4. Choose a page you want where you have been able to observe sexism and transform it with the aim of abolishing it.

Source: Own creation

Appendix XIII: Assessment's rubrics

I. Assessment of the oral contributions			Name:	
	Excellent	Good	Acceptable	Needs improvement
	4	3	2	1
Reflections	Shows a deep reflection	Does interesting reflections	Poor reflections	Does not participate in the general and group reflections
Speaking turns	Expresses in a respectful way	Respects the speaking turns almost always	Respects the speaking turns sometimes	Does not respect the speaking turns
Participation	Participates always	Participates almost always	Participates sometimes	Never participates
Verbal communication and fluency	He/she expresses with great fluency and the non-verbal communication is perfect	He/she express with fluency and the non-verbal communication is good	He/she does not speak with fluency on the whole groups, but he/she tries in the cooperative groups	He/she does not speak with fluency and does not even try
Specific vocabulary on Gender Equality	Uses the vocabulary of the Gender glossary whenever possible.	Sometimes he/she uses the vocabulary of the Gender glossary	Rarely uses the vocabulary of the Gender glossary	Never uses vocabulary on Gender issues.
Attitude towards the proposal	Always shows a perfect attitude towards learning knowledge about Gender equality.	Shows a correct attitude about knowledge related to Gender equality.	Depending on the activity, it shows interest in knowledge related to Gender equality.	Shows no interest in learning about Gender equality by being disruptive.

II. Assessment of the individual written productions			Name:	
	Excellent	Good	Acceptable	Needs improvement
	4	3	2	1
Spelling	Does not have big spelling mistakes.	Does have few big spelling mistakes	Does have spelling mistakes	Does have many basic spelling mistakes
Order and organization	All the task's are organized and intelligible.	Almost all the tasks are organized and intelligible.	Sometimes tasks are organized but there is a lack of coherence	Does not have the tasks organized and it is difficult to understand them

Participation in the Google classroom's forum	Always participate and answer the doubts of your other colleagues	Participates almost always in the forum and has answered any questions	Participates occasionally in the forum	Never writes in the forum
Deadlines	Always meet the task's deadlines	Almost always meet the task's deadlines	Respect the task's deadlines but there are 1-2 tasks missing	There are not many tasks handed and other are late

III. Assessment of the attitude towards the proposal			Name:	
	Excellent	Good	Acceptable	Needs improvement
	4	3	2	1
Fellowship	Does not impose his/her ideas and respects the opinions of others	Does not impose his/her ideas and almost always respects the opinions of others.	Sometimes imposes his/her ideas and almost always respects the opinions of others.	Usually imposes his/her ideas and does not respect the opinions of others.
Behaviour	The behaviour is always correct	The behaviour is usually correct	Sometimes distracts classmates.	Has a disruptive behaviour
Focus/Attention	Always pays attention to the explanation	Usually pays attention to the explanation	Does not pay attention	Does not pay attention and annoys others
Interest	Always shows a great interest in the tasks	He almost always shows a great interest in the tasks	Sometime shows interest in the tasks	Does not usually show interest in the tasks.

Source: Own creation

Appendix XIV: Checklist on cooperative work.

Assessment of the cooperative work/ pair work			Names:	
ITEM	YES	NO	SOMETIMES	COMMENTS
Participates in the decision making of the group				
Accomplishes assigned tasks				
Fulfils his/her assigned role within the group				
Supports and helps other classmates				
They have no problems, and if they do, they solve them assertively				
Has respected all the contributions from their classmates				
The group/pair is able to reach a final joint reflection				
Works in a way that does not disturb other classmates				
Participates enthusiastically				
The entire group has completed the task within the established deadline				

Source: Own creation

Appendix XV: Self-assessment for the teaching staff

I.-Planning of the Didactic Proposal	Yes	No
1. Objectives of the different subjects are clearly stated		
2. I have planned the sessions selecting the general content objectives, specific content objectives and language objectives successfully, as well as the contents.		
3. The proposal is the result of the integration of objectives, contents, and assessment criteria of different knowledge areas.		
4. The proposal itself has one, or more than one, final task(s) with sense and accordingly the objectives and assessment criteria.		
5. All the activities, tasks and dynamics proposed are relevant to their cognitive level and to their age.		

6. I have <u>taken into account</u> the diversity of students in terms of abilities, skills, and learning styles.		
7. I have planned the activities and tasks in a way they can be cognitively challenging, following Bloom's taxonomy, for each student going for the simplest to the most difficult ones.		
8. The students have shown interest and motivation towards the proposal itself and all the activities to be carried out.		

II.-Analysis of the proposal's development:	Yes	No
10. I have tried to link the new knowledge to students' previous experiences, and to their own life context and interest.		
11. I have established links between their previous knowledge and new knowledge.		
12. I have let the students know the objectives of each session by transmitting to them how important they are.		
13. I have detailed all the steps to follow, and the time sequence is detailed, coherent and feasible.		
14. I have let the students know which the clear expectation from them were.		
15. I have established coherent deadlines taking into account the available working time.		
16. I have justified the adequacy of the final product(s) to the objectives of the proposal		
17. In each session, I have not monopolized the time for masterful and teacher-centred explanations, but I have been a guide in each session. The student were the main active protagonists of the teaching-learning process.		
17. I have proposed to students tasks of complexity appropriate to their age.		

18. I have asked students to look for information in different sources such as the internet encouraging their initiative and entrepreneurial spirit.		
19. I have facilitated Access to various sources of information.		
20. I have tried to adapt the activities to real contexts and situations (outside the ordinary classroom). For example: The nursing home.		
21. I have tried to involve other members of the school community and the student's family and social environment in some activity of the sequence.		
22. I have incorporated and used normally the digital tools and the Internet in the proposed tasks.		
23. I have given enough opportunities for students to use different learning strategies (brainstorming, debates, cooperative groups...)		
24. I have used a variety of techniques to help understand the concepts (examples, audiovisual materials, analogies...)		
25. I have used varied materials and technological resources to make tasks understandable and meaningful.		
26. I have given enough time for the completion of the tasks.		
27. I have favoured the processes of reflection on one's own learning (metacognition) through questioning and questioning what society stipulates about gender.		
28. The chronology proposed for the realization of the proposal is sufficient for the significant acquisition of all objectives and knowledge.		
29. The teams or groups are configured with heterogeneous students.		
30. I have facilitated interdependence and individual responsibility within small and large group work.		

31. I have given frequent opportunities for interaction and discussion.		
32. I have enhanced the distribution of tasks using different and rotating roles.		
33. I have provided a free, motivating, and democratic classroom climate.		
34. I have used and proposed conflict resolution strategies to students.		

III. <u>General evaluation</u>	Yes	No
35. I have reflected and evaluated my teaching work throughout the development of the sequence, making modifications (in the tasks, in the contents, in the methodology...) when necessary.		
36. I have done a complete review of the fundamental knowledge in the development of the sequence.		
37. I have regularly provided a response to each student production.		
38. I have been trained <u>on the subject of Gender Equality</u> as well as its vital importance in today's society.		
39. I have used various assessment tools throughout the proposal.		
40. I really do believe that this proposal is necessary <u>in order to achieve effective equality</u> .		

IV. Do answer the following questions:

1. Is there a significant change in the student's attitudes about Gender Equality (SDG 4.5.) at the beginning of the proposal and at the end?
2. Could you give a concrete example of a significant change that you have seen as an example of this achievement?
3. What activities or dynamics have you found most interesting for students?

4. What activities or dynamics have you found less interesting for students?
5. Do you think you should continue training in this subject? And the students?

V. Comments and possible improvements:

Source: Adaptated from CEDEC (2020). Retrieved from: <https://tinyurl.com/mrxcym58>