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**Teaching English in Secondary Education: how to
work coeducation in class**

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RESUMEN

El objetivo principal de este trabajo es la puesta en práctica de la coeducación dentro de las aulas de Educación Secundaria Obligatoria (ESO). Para ello se ha hecho una pequeña investigación sobre la coeducación en el sistema educativo español. A partir de esto, se ha elaborado una propuesta didáctica para la asignatura de Lengua Extranjera (Inglés), concretamente para el primer curso de la ESO.

Dentro de esta propuesta didáctica, se ha elaborado una unidad didáctica que sigue el modelo de enfoque por tareas. Los estudiantes trabajaran en grupos mixtos para llevar a cabo una tarea final. Se logró así un trabajo colaborativo entre los niños y las niñas de la clase de manera igualitaria.

Palabras clave: coeducación, igualdad, grupos mixtos...

ABSTRACT

The principal purpose of this paper is to put into practice coeducation within the classrooms of Compulsory Secondary Education (ESO). To do so, it has been carried out brief research on coeducation in the Spanish education system. From this, a teaching proposal has been elaborated for the subject of English as a Foreign Language (EFL) subject, specifically for students in the first year of ESO.

Within this teaching proposal, there has been elaborated a didactic unit that follows the task-based approach. Students will work in mixed groups to carry out a final task. In this way, it was possible to achieve collaborative work between boys and girls in the class in an equal manner.

Key words: coeducation, equality, mixed groups...

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INTRODUCTION

This paper deals with the topic of coeducation because it is a very important term that everybody must take into consideration. It is a term that is becoming more and more known but needs to be more present in the classrooms of the Spanish Education System. Although it must also be present in the rest of the world. However, in this paper, the concept of coeducation will focus on the Spanish Education System. This concept has to be present from the earliest stages, that is to say, from the time children go to nursery school because in this way they acquire it from the time they are small in a natural way, and in the future, they will be able to treat everyone equally or know if there is some kind of injustice depending on their sex, to be able to change it.

Throughout this paper, this issue will be considered when it comes to putting it into practice in a teaching proposal. The teaching proposal is developed in the subject of English as a Foreign Language (EFL) in the 1st year of ESO in which coeducation will be the main theme through the topic of shopping. This topic has been chosen due to the fact that there are still recurrent differences between men and women in this subject (shopping) and probably students do not know it. Therefore, we are looking for students through this topic to become aware of some of the injustices that occur today in this area and to know how to change them.

1. JUSTIFICATION

This paper is going to deal with how to teach coeducation in secondary education classrooms, specifically in the subject of English as a Foreign Language (EFL). To do so, in-depth research will be carried out on aspects related to coeducation in Spain. In this case, first, it is going to be analysed in depth what coeducation is. Afterwards, as it is mentioned before, it is going to search relevant aspects related to coeducation such as the implementation of coeducation in the classrooms, benefits of coeducation for both teachers and students, objectives of coeducation, and the inclusion of coeducation in LOMLOE among others.

On the other hand, this paper develops a teaching proposal for the first year of compulsory secondary education (1st ESO) in which the topic of coeducation among students will be taken into account. This teaching proposal will be carried out on the subject of English as a Foreign Language (EFL).

In this paper, it will be elaborated in depth the teaching proposal which follows a task-based approach. This teaching proposal is a didactic unit put into practice in the school of San Juan Bautista de la Salle in Valladolid during the practicum period of the master's degree in teaching at Universidad de Valladolid. In this didactic unit, the concept of coeducation has been taken into account as well as the use of Information and Communication Technologies (ICTs) in the classrooms.

The main topic of this didactic unit is shopping. Through this topic, students will be taught vocabulary related to shopping while for grammar they will be taught modal verbs (can and must). As this didactic unit follows a task-based approach, there will be a final task that will be done in mixed groups. Furthermore, the curricular contents of the didactic unit as well as its structure will be explained, also how coeducation has been carried out in the classroom, and finally the conclusions that have been obtained by carrying the didactic unit out.

Finally, this paper will finish with the conclusions obtained in the implantation of this didactic unit and with the conclusion about the concept of coeducation. Lastly, the references that have been used for the research part of this paper will be shown along with some annexes.

The main objective of this paper is to implement coeducation within the classroom. In this case, in the English classroom, and to achieve this aim there are four complementary

objectives: the importance of classroom management, collaborative work, inclusive language by the teacher, and the use of new technologies in the classroom.

The first complementary objective is the distribution of the class by the teacher, in other words, to put an equal number of girls and boys in the same group and also when they are in mixed pairs. In this way, the teacher will test whether with mixed groups both girls and boys work equally or whether it is always the same people who work. So, classroom management is very important for developing coeducation in the classroom.

The second complementary objective is collaborative work. Most of the activities of the didactic unit are designed to be done in groups or in pairs. So, students learn to work cooperatively with one or more students.

The third complementary objective is the teacher's use of inclusive language to treat all students equally. Thus, the teacher will be able to treat everyone equally through this type of language (inclusive language) without any student feeling excluded.

The fourth and last objective is the use of new technologies in the classrooms by both sides, on the part of the teachers and on the part of the students too. Consequently, the activities to be used in the didactic unit will be designed in such a way as to involve the use of new technologies. For example, online games will be created so that electronic devices can be used in the classroom, in this case, the students will have a tablet for each one.

To conclude the aim of this work is to ensure that coeducation is given a principal role in the classroom and that both teachers and students know how to put it into practice in order to achieve equality between girls and boys inside the classrooms.

2. THEORETICAL FRAMEWORK

The theoretical framework of this paper will deal with the topic of coeducation. But first of all, it is necessary to know what coeducation is, according to RAE, the action of co-educating is defined as “teaching pupils of both sexes in the same classroom and with the same educational system”. This definition is talking about a mixed education model, that is to say, a place where both girls and boys receive the same type of education. However, to achieve this goal, many steps have had to be taken throughout history. In order to understand coeducation, nine points will be developed throughout this essay, which are the following: the Spanish Education System throughout the years; feminist pedagogy; school playgrounds as a coeducational space; objectives of coeducation; techniques to applicate coeducation in classrooms (the use of inclusive language); benefits of coeducation; the inclusion of coeducation in LOMLOE, teacher training in coeducation and sustainable development objectives.

2.1. The Spanish Education System throughout the years

In the Spanish Education System, women did not have the right to education because they were educated to take care of their homes and their families. It was not until the end of the 18th century that schools for poor girls in Madrid began to be established. During the 19th century, more schools for girls were established but they taught prayers, chores, and sewing. There were schools for girls and schools for boys. As claimed by Mingol (2009), segregated schools appeared and were regulated by three main characteristics: the physical division of students by gender, a distinct curriculum for male and female students, and exclusive access to higher educational levels for men only. As it is mentioned before, the curriculum for women and men was different. Therefore, women were taught domestic chores such as sewing, chores, and prayers. However, men were taught the skills they needed to succeed in society.

With the Second Republic in 1931 until 1938, mixed schools were created but with the arrival of Franco's dictatorship, this type of school was forbidden, returning to girls' schools where they were taught to be good housewives and also returning to boys' schools. Again, there was a separation between the sexes, therefore there was inequality between the sexes.

It was not until 1970 that Ley de Ordenación General del Sistema Educativo (LOGSE) was approved which introduced mixed schools and little by little more schools integrated this

type of education. Nevertheless, religious schools continued to separate boys and girls into different classes. 1975 was the international year of Women. In this year, a secretariat of women's NGOs was formed, which strengthened the opportunities for feminist action. A year later, the "Coeducation Collectives" were created, where they demanded equality of women and men in education. In 1983, the Women's Institute was created and in 1990, with the new education law, equality education was increasingly pursued, which could be carried out with the transformation of mixed schools. As it has been observed, the process of integrating women into the Spanish educational system was quite difficult and late (Ochoa, 2006).

2.1.1. Mixed schools

The introduction of mixed schools changes the vision of education between women and men. However, Subirats (2009) said that mixed school is still influenced by androcentrism (p.94). According to the MacMillan Dictionary (2020), androcentrism is “an exclusive or excessive focus on men”. So, mixed schools need to include more female gender.

In fact, women surpassed men in school attendance and nowadays women have more university degrees than men. For that reason, mixed schools have been a remarkable success for women because they were given the same opportunity as men to study. Nevertheless, there are still inequalities between men and women in this type of school. For that reason, this type of school still needs to improve. For the improvement of mixed schools, again Subirats suggested ten ideas, which are the following:

- Do everything possible to ensure that children go to school at least in the compulsory stages.
- Girls and boys going to class together, living together in the same classroom.
- Girls have the same right to access to different activities, game, and sports as boys do.
- Check the presence of women in textbooks, curricula, and sports. In fact, the textbooks are conceived from an androcentric point of view, in which women do not appear. In foreign language textbooks, women appear more often, but we have to make sure that women appear in all subjects.
- Establish a work plan in which sexist patterns are changed.

- Women should also be included in the management of schools so that there is equal power between men and women. There should be an equal number of women and men in power in school management teams.
- Include the figure of women in textbooks in the same way that important men in history are included.
- Include gender tasks that are valued and that all tasks can be done by both genders.
- Teach girls to participate in all kinds of activities.
- Rethink the whole school culture.

So, with these ten ideas little by little, thanks to coeducation, the situation can change and improve.

2.2. Feminist pedagogy

Feminism is also very present in the field of coeducation. However, in order to be able to talk about this term, it is first necessary to know what is meant by feminism. According to the MacMillan Dictionary, feminism is defined as “the belief that women should have the same rights and opportunities as men.” Therefore, feminism is a movement that fights for equal rights and opportunities for both genders, that is to say, equality between men and women in all areas.

With the presence of feminism, in the field of education, a new term appears called feminist pedagogy. In words of Ochoa (2006), feminist pedagogy can be defined as “a set of practices and discourses around two central ideas: a critical stance towards male power and domination, and an orientation that emancipates women and seeks to empower them to collectively build a freer and more democratic society” (p.31). The aim of this pedagogy is for women to achieve a better position and status as well as personal, collective, and social freedom. Moreover, feminist pedagogy also seeks the construction of a different society in which there is no oppression, no female subordination, and above all, freedom for everyone.

This pedagogy understands education as a tool that empowers and autonomizes the human being. However, the focal point of this pedagogy is the human being who has to find his or her knowledge and powers. Furthermore, according to Shrewsbury (1987), she claimed that this pedagogy seeks a classroom as a liberating place where we, the teacher-student, and the student-teacher, take on the roles of subjects rather than objects. The main objective of the liberatory classroom is that students respect each other regardless of their differences.

One thing that it is important to highlight is the feminist classroom. In the opinion of Shrewsbury (1987), in a feminist classroom student develops critical thinking, both teachers and students learn to think more critically. Additionally, feminist pedagogy also seeks empowerment, this power has to be reflected in the classroom in an egalitarian way. In order to carry out this empowerment in the classroom, it is necessary to follow specific strategies: learners develop their own thinking about the goals and objectives they need to achieve both individually and as a group; fostering the students' freedom as learners (from formal instructors); all students should participate actively in class, and it should be clear what responsibility each student has in the classroom; students should develop skills of planning, negotiating, evaluating and decision making; the teacher will reinforce and enhance students' self-esteem by making positive comments about the work students do in class and finally the last strategy is to increase the pupils' comprehension of the course's subject matter. These strategies will help learners to find their own voices and their power of authenticity (Shrewsbury,1987).

In addition to empowerment, feminist pedagogy focuses on leadership development too. Again, Shrewsbury (1987) said that the feminist educator serves as a role model for a leader. For the instructor and students to work on those objectives together, s/he has assisted the class in developing a feeling of community, a sense of shared purpose, a set of skills for achieving that purpose, and leadership abilities. There is an interaction between leadership and followership, and under the more contemporary definition of leadership, effective leaders are also effective followers.

To conclude this part of this pedagogy, it is necessary to underline its influences. Feminist pedagogy has been influenced by feminism, gender-based democracy, and popular education. Feminism and gender-based democracy contribute to the content and meaning of education. Nevertheless, popular education brings methodological elements when it comes to teaching a class. These influences contribute to taking into account key elements for this pedagogy which are the following: the learners in the educational as well as their educational relationship, the dimensions of the educational process, the mediations for learning, and last but not least the contents of learning. Lastly, it is particularly important to consider that the classroom is a liberating space for everyone.

2.3. School playgrounds as a coeducational space

In a presentation given by Marina Subirats in the Basque Country, she talked about the fact that there is still inequality between boys and girls in school playgrounds. Boys still play football or any other sport in the whole playground, while girls are in a secluded part of the playground. The territory has been marked out for both boys and girls, where the boys are the ones playing and the girls are the spectators. This view of children in playgrounds has enormous consequences for both boys and girls. It is in playgrounds that learning to move and master space takes place. However, what can be observed over the years is that boys are taught from a very young age, boys have to dominate the space, be strong, be the protagonists while girls are taught to be quiet so that nothing bad happens to them and also to be calm. This must change, and for this Marina Subirats pays special attention to the fact that coeducation must be taught from the time they are small, in their homes and in nurseries.

On the one hand, nowadays, playgrounds in schools and high schools have been designed in the same way for years: a football pitch with a few integrated basketball baskets and some trees around. As reported by Ocio (2020), the football pitches and the basketball baskets are normally used by boys. While the rest of the places in the playground where the trees and the benches are located are used by girls. Girls use these spaces to talk or to play games that do not involve movement. In general, the spaces dedicated to the sports are bigger than the spaces where girls are usually found, and these spaces are in the centre of the playground too. So, this playground's design must change in order to establish the same space for the different children's activities or games.

Subirats and Tomé wrote a book called *Balones fuera: reconstruir los espacios desde la coeducación*. In this book, they analysed how playgrounds influence the development of children and that this space should become a coeducational space. To do this, they suggest possible changes that they carried out by researching in different schools in which teachers reached an agreement to implement coeducation in school playgrounds. The teachers highlighted four proposals that could be implemented in school playgrounds.

“Debatir con el alumnado la situación en el patio de juegos. Ruptura de la estructura del espacio a partir de la introducción de nuevos objetos: fuentes, bancos, ruedas. Planteamiento de juegos colectivos no sexistas. Campaña informativa sobre juegos femeninos”. (*Balones fuera: reconstruir los espacios desde la coeducación*, 2007, p. 132).

So, the implementation of these proposals had some results. On the one hand, it was difficult for the students to reach a consensus, but finally the teachers took the students' opinions into account and some of the students' proposals were conducted. For example, the removal of the ball from the playground one day a week. Instead of playing ball, collective games such as "pañuelo" or "pilla pilla" were organized (p.134).

To conclude this point, both Tomé and Subirats agreed that playground must be a coeducational space where students' opinions have to be taken into account as they are the ones who use this space, although teachers also need to be trained to see that boys and girls have to share the space equally as well as the games.

2.4. Objectives of coeducation

Coeducation follows certain objectives in order to create an equal environment in the classroom. According to Subirats (2017), one of the principal objectives that coeducation follows is to try to ensure that girls do not drop out of school. In Spain, some families force their daughters to drop out of school, this is the case with the gypsy families. Furthermore, this also happens with girls who belong to cultural non-European groups. Both families force their daughters to drop out of school when they are fertile. Therefore, Subirats in her book, *Coeducación, apuesta por la libertad*, suggests that it is very important to ensure that girls do not drop out of school depending on their families.

Another objective that is mentioned in her book is that “the education system is building a different treatment of gender” which means that society must contribute to achieve this as well as schools and universities. To change the actual genders, it is necessary to change our culture with the elimination of the genders which will provoke the inclusion of both women and men in an equal manner. Whether you are a man or a woman, you have the right to engage in any type of behavior that is considered appropriate for a human being. What this objective looks for is the freedom of the human being.

Subirats (2019) adds that another objective that coeducation follows is the elimination of gender, the elimination of the cultural models that have been attributed to women and men throughout the years. Furthermore, she suggests the creation of a “Mirada Violeta” (it could be translated as “violet gaze”) in which the contributions of the female gender will be integrated and revalued. For the inclusion of the female gender in the classroom, it is decided to include

more female names in the textbooks as well as to include the works women wrote but at the same level as the male gender. Also, it is decided to make over girls' games. With these little changes in the classroom, gender equality can be achieved (p.17-19).

Moreover, it is also important to highlight the importance of the hidden curriculum in the Spanish Education System. The hidden curriculum is defined by Huerta (2010) as “the set of norms, customs, beliefs, languages and symbols that are manifested in the structure and functioning of an institution”. Therefore, it is everything seen and heard that is conveyed and received unintentionally, or at least without any discernible intentionality. Although, the hidden curriculum develops unconsciously, it is vitally important that is taken into account. There are different types of hidden curriculum, among which we must highlight the visual hidden curriculum. As mentioned in Huerta's article, he mentioned two women, Acaso and Nuere, who proposed this type of curriculum, which is made up of the decoration of classrooms, the common spaces of educational centres and the images in textbooks. This hidden curriculum is assimilated by students unconsciously, so we must take these three aspects into account and be more aware of them. Consequently, it is important that teachers are aware of the existence of the hidden curriculum and that they are trained in it so that topics of importance in the hidden curriculum can be dealt with in such a way that students can unconsciously learn meaningful and relevant topics for their lives.

In order to realise these objectives, it is necessary to have the help of educational institutions and also the government. In addition, the collaboration of teachers, families, and students.

2.5. Techniques to applicate coeducation in classroom

Thanks to mixed schools, it can be observed that girls and boys can live together in the same classroom. However, there are some inequalities between them but thanks to coeducation, this situation can change. For this reason, the implementation of coeducation in the classes is especially important. How can we implement coeducation in the classroom? There are some techniques that teachers can use to create an equal classroom environment. According to *Guía de Coeducación. Síntesis sobre la educación para la igualdad de oportunidades entre hombres y mujeres* from Instituto de la Mujer, points out some techniques that have been developed throughtout the years in schools, which are the following:

- Sensibilization and revelation campaign. They are addressed to students, teachers, directors of the education center, and students' parents.
- Congress and conferences that focus on the principles of coeducation between the members of the educational system.
- Courses, workshops, and working groups. Training teachers to develop co-educational activities.
- Games, corporal expression activities, theater, group dynamics... Working directly with the students.
- Projects and programs which focus on the implementation of a coeducational model, equal opportunities and finally preventing and combating gender violence.
- Publications. Articles, educational materials, and essays about coeducation are published by Universities, Institutions, and education centers.
- Subsidies and prizes. Thanks to them, the application of co-educational projects is encouraged.

The application of these techniques is gradually improving equality between girls and boys in the classroom. There are some examples of these techniques which have been applied in different parts of Spain in Secondary Education such as micro-story contest against gender violation in Aragón, TechMI Program from RAI (Real Academia de Ingeniería), or Music Creators from Instituto de la Mujer, Ministerio de Igualdad.

The first technique to be highlighted is the Micro-story contest against gender violation in Aragón. The contest was aimed at people between 14 and 30 years old from Aragón who had to create a short story about the vision they have about the mistreatment of women. The principal aim of this contest was to prevent violence against women as well as macho attitudes.

The second technique to be highlighted is the TechMI program from RAI. This program was addressed to students between 12 and 16 years old. Students participated in teams. The main objective of this program was to design a project about a problem they had in their environment that affected older people using the TECHMI kit.

Finally, the third technique to be highlighted is the Music Creators from Instituto de la Mujer, Ministerio de Igualdad. Seven female music teachers got together to carry out a project in different high schools. The project consisted of looking for female composers from different eras and researching their works, their lives, and also their published music. The teachers included women composers from each period in their syllabus.

Lastly, another technique that can be used in the classroom to promote coeducation is the use of inclusive language by teachers. Inclusive language can be defined as:

“Language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people, esp gender-specific words, such as "man", " mankind", and masculine pronouns, the use of which might be considered to exclude women” (Collins English Dictionary).

There are many inclusive terms that can be used within a classroom. According to the Inclusive Language Guide written by OneGSMA (2020), there are inclusive terms for gender and sexual orientation. For example, when the teacher at the beginning of the class wants to greet his or her students, instead of saying hello boys, the teacher could use the following terms: hi all, folks, team, friends, everyone. Furthermore, if there are students with disabilities, instead of calling them the disabled or the handicapped, the teacher can refer to them as people with disabilities or disabled people. Furthermore, at secondary school stage is when students know themselves, therefore the teacher must be careful about how he/she treats the students. Weinberg (2009) proposed a list of linguistic and behaviours guidelines that teachers can use to help students and also show their support for LGBT people. Some important points that can be pointed out from this list are the following: firstly, “do not assume that all students are heterosexual” (Weinberg, 2009, p. 50); secondly, allow students to be themselves; thirdly, make no assumptions about a student's gender identification and biological sex: In class, ask students how they want to be addressed.; finally, avoid saying things like "Act like a man," "Don't be such a sissy," or "You throw like a girl.” (p. 50). Apart from that, Guadamillas et al (2021), suggest that inclusive language inclusive language in the foreign language, in this case English, has to be used regardless of the academic year. Depending on the academic year, more emphasis can be given or not. For example, in higher grades students could be taught to look for words, expressions related to gender bias in current texts and change them to include both genders using inclusive language.

If teachers include this inclusive language, no pupil will feel rejected or ignored. Therefore, it is a good technique because, with inclusive language, teachers treat everyone equally without anyone feeling offended.

2.5.1. Classroom management to promote coeducation in classrooms

It is very important to take classroom management into account when teachers want to educate their students in a coeducational way. When implementing coeducation in the classroom, it is important to consider how the classroom can be distributed so that students can interact with each other.

Some things that teachers can do to promote collaboration between the students are the following:

- **Teamwork.** Put the pupils into groups, in each group there should be an equal number of men and women. For example, a group of 4 people with two boys and two girls. In teamwork, it is also possible to establish the roles of each student regardless their gender. In order to be able to work as a team and for this team to be effective when planning the activities, it would be ideal to work in small groups, if possible, in groups of 4 people. In addition, the classroom should be large so that the tables can be joined together, and the students can work comfortably.
- **Discussions.** Divide the class into two groups, with equal numbers of women and men in both groups. Encourage debates on topics of interest to the students in order to get to know both opinions and that they know how to communicate and agree on the ideas, who is the spokesperson in the debate. In these discussions it would be very good to talk about inequalities between men and women or gender-based violence, to find out students' views on these issues and try to guide them in a way that they learn how these issues work. The ideal way to carry out these discussions would be if the class were in a U-Shape. In this way, all students could see each other's faces as well as being in this position transmits greater confidence and more comfort too.

In order to carry out these proposals, the space of the classroom itself must also be taken into account because in most Spanish schools there are an average of 30 pupils per classroom, and often the classrooms are too small. Garcia-Sampedro (2021) argues that “educational institutions lack commitment regarding classroom space” (p.588). Therefore, it is often not possible to move around to get into a group because the space is very limited, and the Spanish government is still doing anything to change it.

2.5.2. Examples of dynamic activities that promote coeducation in classroom

To promote coeducation in the classroom, in addition to the techniques mentioned in the previous section, some dynamic activities can be entertaining for students. The activities that are going to be mentioned are all group activities because in this way we bring both boys and girls together in the same activity so that they know how to work in a collaborative way.

Olga García Martínez created a guide called *Guía del uso del juego en coeducación y la prevención de violencias machistas* founded by the Basque Agency for Development Collaboration. In this guide, there is an exclusive section on dynamic group activities. Some examples of this activities are the following: the first activity is called “The line” in which the students have to talk about good and bad attitudes in a relationship; the second activity is called “Doing journalism” in which the students have to investigate about woman journalists; the third activity is called “The equality street map” in which the students have to look for streets in their city that are named in honour of a woman and research them. Finally, the last activity is called “Sorority, in which the students will focus on this concept, and they will have to create physical or digital murals which represent the meaning of the word. These activities can be applied to any secondary school subject.

2.6. Benefits of coeducation

The inclusion of coeducation in the classroom brings many benefits to students. So, an article from a magazine called *Absolutely Education*, it is mentioned the benefits of the implementation of coeducation in the classroom.

In the first place, students who grow up in a coeducational classroom from a young age respect and appreciate the opinions of people regardless of gender. Consequently, it is vitally important to include coeducation from a very early age, that is to say, from kindergarten onwards, coeducation must be introduced, just as parents must educate their children in an egalitarian manner.

In the second place, students in coeducational settings often foster improved communication skills with individuals of the opposite gender. Engaging in social interactions with peers of the opposite sex from an early age also enhances students’ self – assurance, thus equipping them with valuable preparation for the professional world after their academic

journey. According to a magazine called Absolutely Education, at Forest School in London, boys and girls spend time together in playgrounds, libraries, or doing theatre, living together has been shown to improve socialization and working together.

In the third place, competition holds significance, and offering avenues for wholesome competition aids children in readiness for life beyond the confines of school. Coeducation brings forth advantages by fostering collaboration and healthy competition between genders, reflecting the dynamics of the professional realm.

In the fourth place, students benefit from varied perspectives in the classroom when they are learning with people of the opposing sex. Both female and male viewpoints are continuously investigated in a coeducational system. This broadens students' horizons and aids in their understanding of the numerous ways that each gender communicates. The environment is exactly like the working world kids will eventually enter.

In the fifth place, coeducational schooling has the potential to dismantle gender stereotypes by providing equal opportunities for both sexes within and beyond the academic realm. By ensuring that each gender receives equal access to diverse opportunities, misconceptions regarding gender can be effectively challenged. For instance, it is beneficial for boys to witness girls excelling in traditionally male-dominated fields such as STEAM (these acronyms stand for Science, Technology, Engineering, Arts and Mathematics) subjects, and vice versa, fostering a healthy perspective on gender roles and abilities.

Finally, as it has been observed, coeducation mainly brings five benefits to the pupils, among others. But the most important thing that can be concluded from this section is that it is vitally important to establish coeducation between boys and girls from the time they are small so that they grow up with the mentality that there is no gender difference between men and women.

2.7. The inclusion of coeducation in LOMLOE

The new education law in Spain called LOMLOE (Ley Orgánica por la que se Modifica la Ley Orgánica de Educación) passed on 30th December 2020, seeks to incorporate gender equality in education.

This new law includes in its curriculum for Primary and Secondary Education a new subject on civic and ethical values in which greater importance will be given to equality between men and women. In the Bachillerato area, this concept will be incorporated into the stage objectives.

Article eighty-three is entitled “Promoting effective equality between men and women”. In this part of the law, five points have been developed in order to effectively promote equality between men and women. The first point states that at all stages of education will be developed the principle of coeducation and boys and girls will be together in the same class. The second point includes that all education centers will incorporate measures to develop effective equality between men and women in the respective plans of tutorial action and coexistence. The third point says that the Educational Centers must necessarily include and justify in their educational project the measures they develop to favour and training in equality at all educational stages, including education for the elimination of gender-based violence, respect for identities, cultures, sexualities, and their diversity, and active participation to make equality a reality. The fourth point states that Educational Administrations must promote the presence of more female students in studies in the field of science, technology, engineering humanities, and math as well as in vocational training. In the same way, Educational Administrations must promote the presence of more masculine students in studies in which more women are enrolled. Finally, the fifth point says that Educational Administrations promote textbooks, in the curriculum and educational materials will promote contents that imply equality between men and women, and they do not include sexist or discriminatory stereotypes. Also, these contents will be included in the initial teacher training program.

This actual law is very committed to coeducation. Actually, for Women's Day (8th March) the Minister of Education and Vocational Training, Isabel Celaa, highlighted the following: “La LOMLOE es una ley transformadora, cargada de futuro, con la coeducación como principio rector y que apuesta por la calidad y la equidad en el marco de un sistema educativo basado en el fortalecimiento de los valores éticos y democrático”.

2.8. Teacher training in coeducation

In order to implement coeducation in the classroom, in all subjects, and in addition to create a new curriculum, a very important aspect must also be taken into account. Teacher

training in the field of coeducation is very important for teachers to have previous training in this field in order to be able to teach their subjects in a coeducational way.

Some studies have been carried out to check whether teachers are being trained to educate in a coeducational way or not. A study called *Coeducation and Citizenship: A Study on Initial Teacher Training in Sexual Equality and Diversity* carried out by three Spanish investigators shows that teacher training in coeducational is very limited. Only 36.67 % of Primary Education undergraduates and master's degree students (MUPES) have received pedagogical and educational content on gender equality. Furthermore, lower percentages of permanent training on coeducation and gender (less than 12%) are found in the Gómez-Jarabo and Sánchez Delgado study conducted with teachers in function and in training in the Community of Madrid. This study has shown that there is very little coeducational training for teachers. As a result, it is the teachers themselves who have to train themselves. Ideally, there should be a subject in the degree course or in the master's degree (MUPES) itself that is dedicated to coeducation in the classroom.

This study also realised that even today the presence of women in the field of history, science, and culture is still not very present, there is a theoretical lack of knowledge on this subject. The training that teachers should receive so that there will be coeducation in the classroom is to incorporate diverse feminine and masculine references that challenge dominant identities and facilitate the emergence of new models of representation, that is to say, theoretical training on this subject. However, teachers should receive practical training too about pedagogical issues that can be transmitted to the classroom. Consequently, the focus should be on delivering all-encompassing training that encompasses raising awareness, incorporating feminist and gender studies content, integrating pedagogical and didactic materials, and creating an environment for introspection, reflection, and self-critique.

In conclusion, time devoted to coeducation at university levels is extremely limited, if not almost non-existent. So, if both education degrees and master's degree courses had a subject dedicated to coeducation, future teachers would be able to bring coeducation from the beginning into the classroom and to the students. In this way, gender inequality would be gradually eliminated.

2.9. Sustainable development objectives

The Spanish Ministry of Social Rights and Agenda 2030 has developed “Objetivos de Desarrollo Sostenible” (ODS). This term can be translated as “Sustainable Development Objectives”.

The Spanish government has proposed 17 objectives which are the following: 1) end of poverty, 2) zero hunger, 3) health and welfare, 4) quality education, 5) gender equality, 6) clean water and sanitation, 7) affordable and clean energy, 8) decent work and growth, 9) industry, innovation and infrastructure, 10) reduction of inequalities, 11) sustainable cities and communities, 12) responsible production and consumption, 13) climate action, 14) underwater life, 15) ecosystem life, 16) peace, justice and strong institutions and finally 17) partnerships to achieve the objectives.

Among these objectives, the most relevant for the implementation of coeducation in the classroom are objectives 4 (quality education), 5 (gender equality) and 10 (reduction of inequalities).

The objective number 4 called “Quality education”, seeks to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. One of the targets of this objective is inclusive and safe educational facilities to provide safe, non-violent, and inclusive environments for all. Another target of this objective is the elimination of gender disparities as well as ensuring equal access to all levels of education and vocational training for vulnerable people.

The objective number 5 called “Gender equality”, seeks to achieve gender equality and the empowerment of girls and woman. This objective has some targets very important. For example, elimination of gender-based violence, discrimination, and child marriage among others. Furthermore, this objective seeks the creation of laws for equality and empowerment.

The objective number 10 called “Reduction of inequalities” seeks to reduce inequalities in the countries and between them. One of the targets of this objective is to ensure equal opportunities.

With these objectives proposed by the Spanish government, Spain will have achieved them by the year of 2030 if everything goes according to the plan and if the people and the government carry them out.

3. TEACHING PROPOSAL

3.1. Context of the teaching proposal

The following teaching proposal has been developed in San Juan Bautista de la Salle, a school located in Valladolid. It is an educational center that offers Preschool Education, Primary Education, Compulsory Secondary Education (ESO), Bachillerato, and Vocational Training. However, this teaching proposal is addressed to the third one mentioned: Compulsory Secondary Education (ESO), concretely to the first year of ESO.

This center was key for the development of this teaching proposal due to the fact that each student had their own tablet, and this helped in the development of this proposal because most of the activities were carried out with it, thus promoting the inclusion of ICTs in the classroom.

3.2. Didactic unit

This didactic unit is designed for a group of 29 students (there are 15 girls and 14 boys) with an average age of 13 years old, belonging to the 1st course of ESO of an associated center from the region of Castile y León (Castilla y León), located in Valladolid. The subject this didactic unit addresses is English as a Foreign Language. Students at this level have four sessions a week, each of them lasting 50 minutes. The sessions are distributed as follows: Mondays from 11:45 to 12:40, Wednesdays from 12:40 to 13:35, Thursdays from 13:35 to 14:30, and Fridays from 9:25 to 10:20.

This didactic unit will be established at the end of the second term, and it will last one week and a half. That is, it will begin on March 13th, 2023, and it will end on March 22nd, 2023, a total of 6 sessions of 50 minutes each.

Regarding to attention to diversity, there are no ACNEAE students in this group.

This didactic unit will cover the topic of shopping, so through these weeks the students are going to learn vocabulary and grammar related to shops. For the development of this

didactic unit, students will be seated in pairs and when there are group activities, they will be divided into 7 groups in total (one group of 5 people and the rest of the groups will be composed of 4 people).

3.3. Methodology

This didactic unit focuses on the Task-Based Approach. Therefore, two main approaches are followed in this didactic unit: Task-Based Language Teaching (TBLT), as students are required to do a final task by recalling previous information they have been learning in the sessions, and Communicative Language Teaching, as students need to use language and, consequently, communicate to cooperate with their partners and complete tasks successfully.

It is also worth mentioning that the contents chosen to be developed in this didactic unit will be given to students in an indirect way. This is, they will receive them in the form of written and oral input.

3.4. Final task

The final task of this didactic unit is developed in mixed groups in order to promote coeducation. When working on class activities the students will also be in mixed groups. There will be the same number of girls and boys per group, that is, two girls and two boys per group, except in the group of 5 people (this group will be composed of three girls and two boys).

The final task has been divided into two parts. On the one hand, in the first part, the teacher will assign each group a shop in which the students will have to design an advertisement for that shop in poster, audio, or video format (they will only have to choose one of these formats). The students will have to present their advert to their classmates. There will be a total of 5 shops, one for each group. The teacher will choose 5 shops and give one shop to each group. The shops are the following: a bakery, a restaurant, a clothes shop, a DIY shop, and a sports shop.

On the other hand, in the second part, the students will have to create a dialogue showing a conversation between the customer and the shop assistant which they will then perform in front of their classmates. Therefore, it will be a role-play in which the students will applicate

all the things like grammar and vocabulary that they have been learning throughout this didactic unit. In order to implement coeducation in this unit, the teacher will assign a different role for each student in the group as well as a leader who will have to make sure that all members of the group participate equally in all the activities that will be carried out during the didactic unit.

The division of roles will be made by the teacher. So, first, in the bakery a girl will be the pastry chef together with an assistant pastry chef who will be a boy and there will be two shop assistants, a girl and a boy. Second, the restaurant will be for the group of 5 people, a girl will be the cook, a boy will be the kitchen assistant, another girl will be the waitress and finally, a boy and a girl will be the customers. Thirdly, in the clothes shop, one girl will be the shop manager, one girl will be the shop assistant, and one girl and one boy will be the customers. Fourthly, in the DIY shop, a girl will be the shop manager, one boy will be the shop assistant and there will be two customers, a girl and a boy. Lastly, in the sports shop, a girl will be the shop manager, another boy will be the shop assistant and a boy and a girl will be the customers.

So, in the final session of the didactic unit, the students will have to perform in front of the whole class their role-play as well as their shop's advert.

3.5.General objectives of the didactic unit

This didactic unit pursues objectives that the student will be able to achieve at the end of this didactic unit. The objectives of this didactic unit are the following:

- The student will be able to communicate in a foreign language (English) with the vocabulary related to shopping.
- The student will be able to use the modal verbs, can and must, in appropriate situations related to shopping.
- The student will be able to write an advertisement using shopping-related vocabulary and modal verbs.
- The student will be able to work cooperatively with the rest of his/her classmates.
- The student will be able to use new technologies to carry out the activities of the sessions.
- The student will be able to carry out a conversation with a shop assistant in an establishment for the purchase of a product.

By carrying out all the activities in this didactic unit, students will achieve these objectives.

3.6. Legal framework of the didactic unit

The present Didactic Unit is designed attending to the contents legislated in Ley Orgánica 3/2020, December 29th, which modifies the Ley Orgánica 2/2006, 3 de mayo, de Educación (LOMLOE); and the REAL DECRETO 217/2022, March 29th, which establishes the organization and the minimum teaching requirements of Compulsory Secondary Education (ESO). Moreover, we have considered as well the DECRETO 39/2022, September 29th, which enacts the ordination and curriculum of ESO in the Community of Castilla y León. Likewise, as the legal framework, the Common European Framework of Reference for Languages (CEFR) has also been taken into account.

3.6.1. Stages objectives

The stages objectives of this didactic unit will be taken from article 7 of the *Real Decreto 217/2022*. Students be able to develop the following skills:

b) To develop and consolidate habits of discipline, study, and individual and teamwork as a necessary condition for an effective performance of learning tasks and as a means of personal development.

c) Value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject stereotypes that discriminate between men and women.

g) Develop entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative, and the ability to learn, plan, make decisions, and take responsibility.

i) Understand and express oneself in one or more foreign languages in an appropriate manner.

3.6.2. Key competences

The key competences of this didactic unit will be taken from article 11 of the *Real Decreto 217/2022*.

a) Linguistic communication competence. In the subject of Foreign Language, English, students will be able to broaden their communicative capacity by approaching the different communicative skills in the foreign language and will also recognise and use personal linguistic repertoires between different languages, thus developing expression, comprehension, interpretation, evaluation, and interaction. In addition, when working with strategies to stop discriminatory uses of verbal and non-verbal language together with aspects related to intercultural awareness, communicative practices at the service of democratic citizenship, with a cooperative, ethical, and respectful attitude, will be promoted.

b) Plurilingual competence. In the subject of Foreign Language (English), this competence is developed because it is spoken in a language other than one's mother tongue. Besides getting to know another language, pupils learn historical and intercultural aspects of this language, as well as getting to know, understand and respect the linguistic and cultural diversity present in their environment. They will also work on the comparison of both languages together with the varieties of each language. Finally, they will learn to make simple transfers between different languages.

d) Digital competence. Digital competence will be developed through the use of new technologies in the classroom. To do so, multimodal texts will be used together with the use of digital tools, resources, or supports such as virtual platforms. All these technologies will contribute to the development of the digital treatment of information from internet searches to the creation, integration, or elaboration of digital contents. In the case of this didactic unit, they will be able to develop all these digital skills thanks to the use of tablets and the tools available in the classroom such as a projector, a computer, etc.

e) Personal, social, and learn to learn competence. Recognising one's own and others' ideas, emotions, and behaviour, as well as managing conflict situations, will improve by learning to manage intercultural situations, mediate different situations, and use one's personal linguistic repertoire. On the other hand, recognising progress and difficulties in learning a foreign language will promote self-regulated learning and encourage personal effort and dedication to improve learning.

g) Entrepreneurial competence. Text expression, language comparison, and approaching sociocultural and sociolinguistic aspects of foreign-speaking countries help to develop students' divergent thinking and creative skills. In addition, recognising basic progress and obstacles in learning a foreign language will help to recognise strengths and weaknesses and to use self-awareness techniques.

The development of an entrepreneurial spirit requires the ability to take risks and the encouragement to communicate in other languages to solve challenges. Proficiency in a foreign language offers a wealth of opportunities in the personal, professional, and professional spheres.

3.6.3. Specific competences

The specific competences will be taken from the *Decreto 39/2022 in the BOCYL*. In this didactic unit, the first three specific competences have been highlighted.

1. Understand and interpret the general meaning and main features of texts expressed clearly in standard language, seeking out reliable sources and using strategies such as inferring meaning to respond to specific communicative needs.

2. Produce original, medium-length, simple, and clearly organised texts, using strategies such as planning, compensation, or self-repair, to express relevant messages creatively, appropriately, and coherently, and to respond to specific communicative purposes.

3. Interact with other people with increasing autonomy, using collaborative strategies and analogue and digital resources to respond to specific communicative purposes in exchanges that respect the rules of politeness.

3.6.4. Contents

The contents will be taken from the *Decreto 39/2022 in the BOCYL*. In this didactic unit, two main contents have been chosen.

On the one hand, within Communication content (A), the contents A1, A9, and A11 have been chosen, which will be explained below. First, A1 content consists of searching for fundamental strategies for the planning, execution, production, and co-production of written

and oral texts. Second, A9 content consists of the search for basic conversational conventions and strategies for initiating, maintaining, and ending communication, taking, and giving the floor, asking for and giving explanations and clarifications, comparing and summarising, collaborating, etc. Lastly, A11 content consists of the use of basic analogue and digital tools for oral and written comprehension, production, and co-production, it is also based on the use of virtual platforms for interaction, cooperation, and educational collaboration (e.g., virtual classrooms, videoconferencing...) for learning, communication and project development with speakers or learners of the foreign language.

On the other hand, within Multilingualism content (B), this didactic unit has only focused on B1 content. This content aims to provide strategies and techniques to respond to a basic and concrete communicative need in a comprehensible way, despite the limitations derived from the level of competence in the foreign language.

Finally, this didactic unit has three transversal contents that are used in all the sessions of the unit. The transversal contents will be taken from the *Decreto 39/2022* in the *BOCYL*. The transversal contents are the following:

1. The Information and Communication Technologies will be worked on, as well as their ethical and responsible use.
2. All subjects and areas will work on education for proactive school coexistence, oriented towards respect of diversity as a source of richness.
3. Educational centers shall promote the prevention and peaceful resolution of conflicts in all areas of personal, family, and social life, as well as the values that sustain freedom, justice, equality, peace, democracy, plurality, respect for human rights, and the rule of law, and the rejection of terrorism or any type of violence.

3.6.5. Assessment criteria

The assessment criteria of this didactic unit will be taken from the *Decreto 39/2022 in the BOCYL*.

- 1.1 Interpret the overall meaning and specific information of short, simple oral, written, and multimodal texts on frequent, everyday topics of personal relevance and close to the

learner's experience, from the fields of interpersonal relationships, learning, media, and fiction, expressed clearly and in the standard language through a variety of media.

2.1 Orally express short, simple, structured, comprehensible texts, appropriate to the communicative situation, on every day and frequent matters of relevance to the student, in order to describe specific topics, in different media, using verbal and non-verbal resources in a guided manner, as well as strategies for planning and controlling production.

3.1 Plan and participate in short, simple interactive situations on everyday topics of personal relevance, using a variety of media, relying on resources such as repetition, slow pace, or non-verbal language, and showing empathy and respect for linguistic politeness, as well as for the different needs, ideas, and motivations of the interlocutors.

3.4 Carry out projects in a structured way using digital tools and working collaboratively in safe digital environments, with an open and respectful attitude.

Having observed these assessment criteria, the indicators of achievement for the evaluation of this didactic unit were created based on them and will be developed further soon.

3.7.Evaluation

The assessment of the students will be developed by evaluating their participation during the development of the didactic unit and the final task (Shop's advert and the role-play). Both the activities done in class and the final task will be evaluated by two different tables of assessment.

The percentages that will be used for the evaluation of this didactic unit are the following:

- 60% for the final task. Within this 60%, 20% will be for the shop's advert and 40% for the role-play.
- 25% for the evolution of the activities done in class.
- 10% for the coevaluation (each student will be given a sheet with a table of assessment to evaluate the final task of their classmates).
- 5 % for the heteroevaluation (each student will be given a sheet with a table of assessment to evaluate the participation of their own group classmates from 1 to 10).

Regarding the last two evaluations, the coevaluation and the heteroevaluation, they will be given to the students on the last day of the didactic unit. The students will do the coevaluation while their classmates present the final task, at the end of each presentation they will be given a few minutes to complete it. During the heteroevaluation, to be done in the last 5 minutes of the lesson, the students have to evaluate their classmates in their group from 1 to 10, taking into account their participation and collaboration in the final task. They will do this individually. Both evaluations must be given to the teacher at the end of the lesson.

For the elaboration of the tables of assessment, assessment criteria were taken into account for which indicators of achievement were created. The following indicators of achievement are the ones that would be used to assess students' progress during all sessions of the didactic unit:

1.1.1 The student interprets the overall meaning of oral and written texts that use modal verbs.

1.1.2 The student interprets the information expressed in oral and written texts that use vocabulary about stores and shops.

2.1.1 The student orally expresses short and simple texts related to shops.

2.1.2 The student orally expresses a structured and comprehensible text that represents a conversation in a store or about what they buy in a shop.

3.1.1 The student actively participates in short and simple interactive situations with store-related vocabulary.

3.1.2 The student plans and participates in role-playing a conversation in a store or about store-bought items.

3.4.1 The student works collaboratively with the help of digital tools (Canva, educaplay, Kahoot!)

3.4.2 The student uses digital tools to carry out projects or activities in a structured way.

The student is able to work as part of a team: he/she listens to the ideas of his/her peers and participates actively.

These indicators of achievement will help the teacher when it comes to evaluating students.

3.8. Structure of the didactic unit

As mentioned in the previous points, this didactic unit is divided into 6 sessions of 50 minutes each. They are distributed in this way in order to give the students enough time to learn the topics that they will have to use for the final task. The sessions are distributed as follows: Mondays from 11:45 to 12:40, Wednesdays from 12:40 to 13:35, Thursdays from 13:35 to 14:30, and Fridays from 9:25 to 10:20. In each session, there is a learning situation which will be explained hereunder.

In the first session, the learning situation is the following: “Thinking about the stores where people buy and learning new vocabulary. Within this session, three activities are developed and named below: “Explanation of the final task”, “Brainstorming about shopping” and “ABC Game”.

In the second session, the learning situation is the following: “Solving a mystery case and learning modal verbs”. Within this session, there are only two activities which are a Cluedo and a Kahoot!

In the third session, the learning situation is the following: “Listening of situations that happen at stores and learning expressions through a TPR activity”. Within this session, four activities are developed and named below: “Listening: Gender-tax”, “Listening: Shopping for clothes”, “TPR Activity: Let’s go shopping” and “Shopping memory”.

In the fourth session, the learning situation is the following: “Elaborating the advert through Canva or by recording a video or audio”. In this session there is only one activity, which is the realization of the first part of the final task, that is to say, the creation of the advertisement. This activity is called “Get on with the advert”.

In the fifth session, the learning situation is the following: “Elaborating the role-play of your respective shop”. In this session again, there is only one activity, which consists of realizing the second part of the final task, in other words, the creation of the role-play depending on their shop. This activity is called “Get on with the role-play”.

In the last session, the sixth session, the learning situation is the following: “Presenting the advert and the role-play to classmates and evaluating their peers”. Within this session, there are only two activities which are the students’ presentation of the final task which this activity

is called “This is my shop and my role-play!” and the students’ evaluation of the rest of their peers which this activity is called “Let’s evaluate”.

3.8.1. Coeducational aspects of the didactic unit

Coeducation has been considered throughout all the sessions and activities. To make the didactic unit coeducational, several aspects have been taken into account. In order to ensure that there were no differences between boys and girls in class, some aspects were taken into account.

The first aspect that has been considered in order to make this didactic unit coeducational is the members of the groups. The groups are mixed, with the same number of girls and boys in each group, in this case, two girls and two boys per group. In addition, the teacher has also given different roles to each member of the groups, and in each group, there is a leader who will make sure that everyone does the activities equally and that there is respect among the group members.

The second aspect that has been contemplated is the use of inclusive language by the teacher. For example, when there was an attempt to get the attention of the students, instead of saying “Come on, boys!” the teacher used to say, “Come on, guys!”. Furthermore, the teacher will treat all students equally, meaning that he or she will speak in the same way whether is a boy or a girl.

The third aspect that has been contemplated is the choice of topics for discussion in the didactic unit. The topic related to shopping has been chosen because of the fact that there can be debates and guided discussions by the teacher with the students to find out what they think about this topic. For example, they have been asked who does more shopping at home, their mothers, or their fathers, at which point the teacher asks them questions to see the situation of each student and to find out if both parents collaborate equally or not.

3.8.2. Main activities of the sessions

Throughout this point, it is going to highlight the most relevant activities of the sessions to carry out the final task as well as to promote coeducation in class. However, the first session

will be developed in detail as an example, so that it can be seen how this session begins and ends.

Session 1

At the beginning of the lesson, the teacher is going to explain how the classes were going to work throughout the duration of the didactic unit and what the topic is going to be about. Afterwards, the teacher will explain to the students the final task which was to be done in groups (mixed groups). For this explanation, the teacher will use 10 minutes. This is an introductory activity.

Second, as an introduction to the topic, the teacher will do a brainstorming activity by putting two pictures of two different shops, in this case, one picture of a big supermarket (Mercadona) and the other picture is a picture of a small local shop. After this brainstorming, the teacher will ask the students about shops they know in English and the teacher will write them down on the board. To finish with these introductory activities, a Mentimeter will be done with the students in which the teacher will introduce whether their families work equally or not at home. Two questions will be asked (the questions are the following: “Who usually goes shopping?” and “Who says when you need to buy food?”, both questions will have options to answer in this case the options will be mother, father, or both) through this application, the students will have to answer them individually with their tablets. When everyone has answered the questions, they will be shown on the board and there will be a small discussion about the results obtained. For these activities, the teacher will spend 15 minutes. These types of activities are called warm-up activities. This is the linguistic input that would be used in this session:

(I project the PowerPoint) Okay, so “Let’s go shopping!!”. Now, I’m going to show you two pictures. You will have to tell me the main similarities and differences you find between them (I wait for the pupil’s responses. If I see that they don’t know what to say, I ask questions to promote participation). As you can see, the first picture corresponds to a big store and the second one to a local shop. Do you know the difference between them? (I wait for the student’s response. If they don’t know it, I explain that in the local shops, the owners earn what they sell whereas in the big stores, workers get paid the same amount of money every month. Moreover, usually in the local shops, the quality of the products is better than in the big stores. Finally, I make them aware that buying in local shops is more beneficial).

Very good guys!! Now, I have a question for you: what shops and stores do you know? (I wait for the student's answer. I note on the blackboard all the terms they say). Wow, you know a lot of words! Very good guys!

Okay, now I want to ask you two questions but to answer them, you have to open your tablets and go to menti.com. Please, scan the QR code or enter the code. Do you all have it? Okay, so first question: Who usually goes shopping? Is that your mother, your father, or both? Please answer it on your tablets (I wait for the students to respond on their tablets). Okay, next question: Who says when you need to buy food? Your mother, your father, or both (I wait for the students to respond on their tablets). Okay, so, what do you think about the results? (I wait for the students to answer. I try to lead the conversation to equality and gender roles).

Finally, to end this session, the class will be divided into the mixed groups that the teacher will have previously created, and they will be given a pamphlet with vocabulary related to shops. Afterwards, they will have to play a game called ABC Game, which consists of completing a wheel of words with the vocabulary of the pamphlet. This activity will be done in groups with a tablet per group and the teacher will be careful to ensure that all members of the group participate equally, and the leader of the group (previously assigned by the teacher) will also have to be aware of the game. In this way, the teacher can check if coeducation is applied or not. For this activity, students will have 25 minutes. This type of activity is called reinforcement activity. ABC Game activity can be found in Appendix 1.

The curricular aspects of this session are the following: the contents are A1, A9, A11, and B1; the specific competences are 1, 2, and 3; the indicators of achievement are 1.1.2, 2.1.1, 3.1.1 and 3.4.1 and finally there are three transversal contents.

The materials used for this session are the following: a projector, a computer, a PowerPoint presentation, students' tablets (one per student), a board, pen or chalk to write on the board, internet connection, Mentimeter's link and a pamphlet with the vocabulary related to the shops.

Session 2

At the beginning of the session, the teacher will explain again briefly the final task to their students. In this way, students can gradually think about what they can do, how to organize themselves, etc. However, the main activity of this session is a game called Cluedo.

Cluedo is a game in which a murder takes place, and the players have to find out who the murderer is by following clues. So, for this activity, the students will be in their mixed groups. (They are going to work in the same group throughout the didactic unit). The teacher will ask if anyone knows the game, if anyone knows the game, they will have to explain it briefly to the rest of the class. However, the teacher will explain it briefly anyway. Therefore, once the rules of the game have been explained, they will have to guess the murder, the murder weapon, the motive, and how the murder was carried out. Then the teacher will project the murder situation on the whiteboard and read it out loud, asking questions if there are any doubts. Then he/she will also project the clues and ask some students to read the clues aloud. After this explanation, which will take 5 minutes, the teacher will distribute the material to each group. The material needed is a sheet of paper with the murder scenario and an envelope with the clues.

Both the murder situation and the clues of the game will be written according to the topic of shopping. The text has been created with the names of the students and their teachers in order to attract their attention and motivate them to do the activity. The context of the Cluedo is that teachers, students, and their families are shopping in a supermarket.

This activity promotes coeducation. On the one hand, through the use of inclusive language in the text, that is to say, including words that involve everybody regardless of whether male or female. On the other hand, it avoids any kind of stereotyping in the supermarket. For example, instead of the mother always being in charge of the shopping, this time both parents go to the supermarket together to do the shopping. In addition, this game has several parts to do such as reading the clues, creating hypotheses... It is a good way for the group's members to know how to divide the work equally. For example, one reads the clues, another writes the hypotheses of who they think is the murderer and each one can give their opinion on the identity of the murderer.

The teacher will give them 15 minutes to solve the game. As in the previous session, both the teacher and the group leader will be attentive so that everyone participates equally in the activity. When they have finished solving the game, the teacher will ask each group for their suspicions about who they think is the murderer. The teacher writes down all the possible

murderers on the board. Afterwards, if any group has got it right, they will say so and that same group will explain their suspicion again so that everyone knows what the game was like. The resolution of the game with the whole class will be done in 10 minutes. Cluedo activity is in Appendix 2.

The curricular aspects of this session are the following: the contents are A1, A9, and A11; the specific competences are 1 and 3; the indicators of achievement are 1.1.1, 3.4.1, and 3.4.2 and finally there are three transversal contents.

The materials used for this session are the following: a projector, a computer, a students' tablet (one per student), a board, a pen, or chalk to write on the board, an internet connection, and Cluedo's material mentioned above.

Session 3

In this session, there are two main activities. One is focused on the development of listening skills in conjunction with speaking skills and they also develop critical thinking whereas the other one is a key activity for developing the second part of the final task.

At the beginning of the lesson, the teacher will explain again the final task. The focus of this session is on listening skills. For this, students will listen to two different audios and will have to do some exercises individually about the audios.

The first audio talks about how the prices of women's products are much higher than those of men's products. After listening to the audio twice, students will have to answer questions of multiple choice. However, in this particular audio, the teacher will pay more attention to the topic. After answering to the questions and correct them, the teacher will conduct a short discussion on this topic, asking students for their opinion on the topic. The teacher will ask questions to guide the discussion. For example, *“Do you know the difference in the price of razors?”*, *“Do you think it is fair that women pay more for a product that is the same as men's?”* and *“Would you change the price of this product?”* This discussion will promote students' critical thinking as well as their awareness that there are still inequalities between men and women even in the purchase of both feminine and masculine hygiene products. In this way, through these types of discussions, coeducation is promoted.

The second audio is a conversation between a shop assistant and a customer in a clothes shop. Again, students will listen to the audio twice and they will have to complete the multiple-choice exercise. In the audio, the shop assistant is a boy, and the customer is a girl. So, taking

this into account, after answering to the questions and correct them, the teacher again will ask the students for their opinion on this topic. The teacher will ask the students questions about what is going on in their families. Who is most responsible for buying the children's clothes. In this way, it will be possible to see whether it is still the mother who does the clothes shopping or whether both parents do it together and divide the work equally. The aim of these discussions is to encourage students to think critically about these issues and to see that there must be equality between men and women in all aspects. For these activities, the teacher will use 20 minutes of class time. Again, this type of discussion promoted coeducation in the classroom.

Both listening audios are warm-up activities whereas the TPR activity works as a reinforcement activity. Both exercises can be found in Appendix 3.

The second activity of this session will be a TPR activity. In this activity, the teacher will teach the students the typical sentences that are used when someone goes shopping. Furthermore, this activity will help them for doing the final task because they can apply these sentences to their role-plays. The sentences that this activity includes are the following:

- Excuse me?
- Where are the changing rooms?
- They're over there.
- How much is this?
- I pay by credit card.
- I pay by cash.
- Would you like a bag for that?
- Can I have the receipt, please?

The TPR activity will be conducted by dividing the class into two groups. Half of the class is on one side and half of the class is on the other side. First, the teacher will say the sentences with gestures, but the pupils will only have to watch and listen. Then the teacher will repeat the sentences again, but one group will have to repeat the gestures while the other group will be frozen. The groups will alternate so that everyone participates. This process will be done twice. Afterwards, the teacher will write each sentence on cards, first, he/she will address one group who will have to read the sentence in their mind and make the gesture and the other group will have to say out loud the sentence they think it is. In the same way as before, the groups will alternate. The sentences to be used in this exercise will be sentences from the shops that the teacher gave to each group on the first day. This activity will last 20 minutes.

Finally, the last activity of this session will be a memory game. They will play it in their usual groups, using one tablet per group. In the memory, there will be words related to the shops of the final task, like the products of the shop, the prices... In this way, the students can apply this vocabulary for their final task. As in the rest of the activities, both the teacher and the group leader will be attentive so that everyone participates equally in the activity. This activity will last 10 minutes.

The curricular aspects of this session are the following: the contents are A1, A11, and B1; the specific competences are 1 and 3; the indicators of achievement are 1.1.2 and 3.4.2 and finally there are three transversal contents.

The materials used for this session are the following: a projector, a computer, speakers (for the listening activities), students' tablets (one per student), a board, an internet connection, and cards with the sentences of the TPR activity.

Session 4

In this session, students will work on the first part of the final task. To begin with, the teacher will explain the first part of the final task with the help of an infographic that has been created in Canva which will then be sent by mail to the leader of each group so that they always have it at hand in case there are any doubts. In this infographic are all the instructions they have to follow to successfully complete the first part of the final task. For this explanation, the teacher will use 10 minutes. This type of activity is an introductory activity, and then when they started with the creation of the advert, this activity is a reinforcement activity.

The instructions for the creation of the first part of the final task which is the creation of the corresponding shop advert assigned to the students on the first day by the teacher will be explained below.

In the advert, students have to create a name for their shop and a slogan. They also have to use at least one modal verb in the advert. This poster has to be a minimum of 20 words and a maximum of 40 words. But if they decide to create a video or audio, it has to be a minimum of 30 seconds or a maximum of 1 minute. After explaining this, the students will have the rest of the hour to start doing it.

So, students will be working in their mixed groups, and the teacher will move around to check if they are working cooperatively and equally. In this activity, students will have to divide up the parts of the task between the members of the group. To do this, the group leader will act

as a mediator thinking about who does which part of the task, but this will always be agreed with the rest of the group members. They will always have to discuss it among themselves so that everyone works equally. To ensure that this is done, the teacher will go group by group asking what each member of the group is in charge of and also observing if these tasks are carried out or not.

The curricular aspects of this session are the following: the content is A11 the specific competence is 3; the indicators of achievement are 3.4.1 and 3.4.2 and finally there are three transversal contents.

The materials used for this session are the following: a projector, a computer, students' tablets (one per student), a board, and an internet connection. And also, they can use previous materials from the previous sessions like the vocabulary of the pamphlet of the first day.

Session 5

This session is similar to the previous one (session 4), but this time, students will have to create the second part of the final task which is a role-play of their shop. But first, the teacher will ask the students how they are getting on with the first part of the final task. If some students have doubts about how they are doing, they can ask the teacher for a few minutes. But first, the teacher will explain the second part of the final task using another infographic. This explanation will take about 5 minutes. The second part of the final task will be to work out a role play in a shop whose main objective is to sell a product of this shop. The guidelines for this role play are as follows:

- each member of the group will have a role (previously assigned by the teacher).
- All members of the group must speak at least once.
- They must use sentences with modal verbs.
- The role plays must last a minimum of 3 minutes and a maximum of 5 minutes.
- They have to write the script of the role-play on their tablets.
- They must avoid any kind of stereotype.

The teacher will remind them again that they will have to perform this role play in front of the whole class the next day, together with the presentation of their advertisement.

Once the second part of the final task has been explained, students will have the rest of the class to work on it and rehearse it. The students will be divided into groups, the teacher will first go to each group to check that the first part of the final task has been done well. Then, as

in the rest of the sessions, he/she will make sure that all students participate equally, and the group leader will have to keep an eye on this. For the preparation of the role play, the students will have their tablets at their disposal in case they have to look for information about their shops, and the script of the role play will have to be written with the tablet because afterwards they will have to send it to their teacher.

Both curricular contents and materials needed are the same as in the previous session (session 4).

Session 6

This is the last session of the didactic unit. In this session, students have to present to the rest of their classmates first their advert and later they have to perform their role-play in front of the whole class. To avoid arguing about what should go first, the teacher will make a draw for the order in which they will go out to present the final task.

In this session, the evaluation will take place. On the one hand, the teacher will have a rubric for the final task, which will be filled in when the students present the final task. On the other hand, the students will also evaluate their peers. Each student will have a piece of paper with the coevaluation, in which they have to evaluate whether their classmates' final task is good or not, by marking it with a tick or a cross. After each presentation, the rest of the students will have a few minutes to complete the chart.

When all the presentations have been finished, the last few minutes of the lesson will be used for a heteroevaluation. This type of evaluation consists of evaluating the members of the team to see how they have worked throughout the didactic unit. The teacher will give them a sheet with three tables for groups of four and a sheet with four tables for the group of five. They will only have to evaluate their own team members and will not be able to evaluate themselves. They must write their name and the name of each team member in the appropriate table. There will also be a section in these tables where students can give feedback on the work of their team members in general.

The aim of this heteroevaluation is to check whether all the members of the group, regardless of whether they are girls or boys, have worked equally or not. It will be possible to check the contribution of each member of the group. Finally, it will be possible to observe if the students have understood the concept of coeducation in the classroom.

4. CONCLUSION

Considering the results obtained in the implementation of this didactic unit, the final tasks of each group were very good. All groups understood what they had to do. The students worked very well during the sessions and demonstrated with their final tasks that they had acquired the objectives of the unit.

Regarding the discussions carried out in this didactic unit, it can be observed that some things are changing, and other things are not. Regarding the first discussion carried out in the first session of the unit, which consisted of finding out who was in charge of shopping in students' families, whether it was the fathers or the mothers, there were different results. The majority of the students said that their mothers were more in charge, but there was a small percentage of the class who said that both parents were in charge of shopping. Therefore, little by little, some families are teaching their children that it does not matter if you are a man or a woman because both sides have to do the same tasks equally.

Another discussion was carried out about the price difference between pink razors, that is, women's razors, and men's razors. It was found that the children did not know that there was such a difference in price between these products for the simple fact that they were one colour or the other, as both products have the same function. This discussion gave a lot to talk about and the students themselves realised that this had to be changed.

In terms of coeducation, thanks to the mixed groups and the inclusive language, at all times there was respect between the students and the teacher. During all the sessions of the didactic unit we tried to ensure that all students worked in an equal way, and we also treated everyone equally through the use of inclusive language. This inclusive language was used by the teacher, but it was also taken into account that the rest of the pupils would use it so that they would treat all their classmates in the same way.

The evaluation system of this didactic unit helped a lot to check if they had worked in a fair way or not. First, in the coevaluation, it was possible to check whether the students had a critical assessment or not, that is, whether they gave good aspects because that group was their friend or not. However, they showed that they evaluated from a critical point of view and were fair and honest with their peers.

Second, thanks to the heteroevaluation, it was possible to check whether all members of the group had worked equally or not. In this evaluation, students were free to express their opinions about the work done by their teammates. In this way, the teacher was able to check whether each group had worked equally well. In most of the groups, everyone had worked equally because the tasks had been divided up from the beginning. These two assessment systems were very relevant in assessing the students. Moreover, thanks to them, it was proved that coeducation in the classroom worked.

Throughout this paper, it has been observed that the use of coeducation in the classroom brings benefits to students. In addition, by doing mixed groups they learn to work with other classmates, because normally when they are in groups for assignments they usually work with their friends. This way of creating mixed groups helps the children to make new friends and to learn how to work with other people.

To conclude, coeducation is a term that should be more present in classrooms so that there is no inequality between boys and girls in classrooms, neither on the part of teachers nor on the part of students. Therefore, little by little this term can be introduced in the classroom so that finally there is no inequality between the two genders. However, coeducation has to be more present at all levels of education from the youngest to the oldest to achieve equality between both genders.

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APPENDICES

Appendix 1. ABC Game

		A	Begin	Advert	a notice, picture or film that tries to influence people to buy a product or service
		B	Begin	Butcher's	a place where you can buy meat
		C	Begin	Chemist's	a shop that sells medicines and usually also soap, make-up or creams
		D	Begin	Dentist	a place where you can get your teeth done
		E	Contains	Shopper	a person who buys products from shops
		F	Contains	Café	a place where you can buy non-alcoholic drinks and simple meals
		G	Begin	Grocery	a shop where you can buy food and supplies. Synonym of supermarket
		H	Begin	Hairdresser's	a place where you can get your haircut, washed and shaped
		I	Contains	Shop Assistant	a person whose job is to serve customers in a shop
		J	Begin	Job	work for which you receive regular payment
		K	Contains	Bakery	a place where you can buy bread and cakes
		L	Begin	Laundry	a place where you can wash your clothes
		M	Begin	Medicine	a substance that you take in order to cure an illness
		N	Begin	Newsstand	a small stall on the street where you can buy books, newspapers or magazines
		O	Contains	Bookshop	a place where you can buy books
		P	Begin	Pork	meat from a pig eaten as food
		Q	Begin	Queue	a line of people, usually standing, waiting for something (for example to pay at the cash register of an establishment)
		R	Begin	Restaurant	a place where you can buy and eat a meal
		S	Begin	Supermarket	a large shop that sells food, drinks and goods used in the home. People choose what they want from the shelves and pay for it as they leave
		T	Begin	Travel Agency	a company that arranges travel and/or accommodation for people going on a holiday or journey
		U	Contains	Fruit shop	a place where you can buy fruits and vegetables.
		V	Contains	Souvenir shop	a place where you can buy something that reminds you of a visit to a place or special event
		W	Contains	Sweet shop	a place where you can buy sweets and chocolate
		X	Begin		
		Y	Contains	Toy Store	a place where you can buy all types of toys, games...

Appendix 2. Cluedo game

SITUATION:

E. is dead in the supermarket. We see her dead in the aisle of the butcher's shop. We **can** see a heavy impact on her head.

E. goes shopping to the grocery store after class (14:30). B. sees E. dead at 3 o'clock, but her watch stops at 14:55. The watch breaks with the impact when she dies.

The suspects are all those who were in the supermarket at that time: B, N, B, C, A, and R. **Can** you guess who the murderer is? **Must** it be a hate crime or what is the reason for this murder?

What is the murder weapon? The police need your help.

1. E. goes shopping because she must buy a present for M's birthday	8. C. goes shopping with her parents and sees B., E. and A. in the freezer aisle
2. R. sees a serrano ham with blood in the fruit aisle	4. N. must finish her classes next week, but she doesn't want to
3. A. is angry with E. because she always wants to go to the toilet, but E. says she can't go	18. The only ones who wear earrings are C, B. and N.
12. C. and R. are speaking from 14:50 to 15:10	5. B. wants to be teacher in both 1°A and 1°B, but she can't be because E. is the teacher in 1°A
17. The police find an earring next to E's body	13. B. sees B. leaving the toilet at 15:05
16. N. first goes to the fruit aisle, then to the butcher's aisle and finally to the freezer aisle	10. N. says at 14:40 to A. that she mustn't run in the supermarket because she can fall
9. C. can't buy meat because her parents are vegetarians	11. R. can see N. in the freezer aisle at 14:45
14. R. must be at 15:30 in private classes	7. B. must tell B. what homework he has to do for English class
6. M. mustn't know that E. is buying him a present	15. B. must go to the chemist's aisle to get some medicine

*Only the initials of the names appear because the protagonists were the students in order to preserve their identity.

LISTENING

AUDIO 1 (<https://breakingnewsenglish.com/1601/160121-gender-tax-21.html>)

You will hear a man comparing the price of men's and women's products.

Listen to the audio and check your understanding. For questions 1-4, choose the best answer (A,B,C). You are going to hear the audio twice.

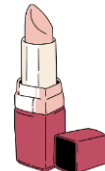
1. Do women have to pay more money than men for almost the same products?

- Yes, they do
- No, they don't
- Yes, but only in beauty products



2. How much more expensive are women's clothes and beauty products?

- 46 per cent
- 36 per cent
- 50 per cent



3. What colour are the most expensive razors?

- blue
- orange
- pink



4. According to a newspaper, who cares more about product quality?

- Men
- Women
- Both: men and women



AUDIO 2 (<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/shopping-clothes>)

You will hear a conversation between a shop assistant and a customer in a clothes shop.

Listen to the audio and check your understanding. Match the answers with the questions. You will hear the audio twice

Yes, please.	I'm just looking, thanks.	They're over there.	Extra small, please.
Yes, you can. Of course.	Of course.	It's £29.	

Can I help you? _____

Where are the changing rooms? _____

What size do you need? _____

How much is this? _____

Can I pay by credit card? _____

Would you like a bag for that? _____

