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The importance of including disability in education: How to work with disability and disabled women in English classrooms

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ABSTRACT

Disability affects many people all over the world, several of them being women. The fact that disability is a matter to be addressed in schools has been discussed. Nevertheless, English has not been considered a resource to accomplish it. This is therefore the main aim of this Master's thesis, to prove that English lessons can be a space to approach disability and disabled women with teenagers. To achieve it a didactic proposal consisting of six sessions was developed. Through TPR and TBL, its activities contain situations which could be encountered by disabled people in real life when traveling abroad. In the activities, with students often in pairs or groups, it was pursued to give prominence to the disabled women who could be in the classroom where the proposal could be carried out. After it was implemented at a specific high school, it can be concluded that the purpose was achieved.

Keywords: disability, disabled women, English lessons, real-life situations, TPR and TBL.

RESUMEN

La discapacidad afecta a muchas personas de todo el mundo, varias siendo mujeres. Se ha debatido acerca de que la discapacidad es algo que se ha de tratar en las escuelas. No obstante, el inglés no se ha considerado un medio para lograrlo. Este es, por tanto, el objetivo principal de este trabajo de Fin de Máster, demostrar que las clases de inglés pueden ser un espacio para abordar la discapacidad y las mujeres discapacitadas con los adolescentes. Para conseguirlo se ha desarrollado una propuesta didáctica de seis sesiones. Mediante el TPR y el TBL, sus actividades contienen situaciones a las que las personas con discapacidad se podrían enfrentar en la vida real al viajar al extranjero. En las actividades, en las que los estudiantes trabajan muchas veces en parejas o en grupos, se ha querido dar protagonismo a las mujeres con discapacidad que podrían formar parte del aula donde se podría llevar a cabo la propuesta. Tras implementarla en un instituto concreto se puede concluir que el propósito se ha alcanzado.

Palabras clave: discapacidad, mujeres discapacitadas, clases de inglés, situaciones de la vida real, TPR y TBL.

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1.   INTRODUCTION

There have been investigations regarding the relevance of approaching disability in the academic environment (Rutherford et al., 2015; Beckett, 2009; Bhattacharya, 2010; Díaz-Chica et al., 2024). In fact, some authors examined that it is relatively mentioned in the educational programs of some countries, such as the UK. Despite this, it is difficult to know if teachers foster the discussion of this topic due to the educational programs not actually specifying the way to do it (Beckett, 2009).

Likewise, the importance of addressing equality between boys and girls with young people in schools has been discussed in some studies (Educandoenigualdad, 2013; Ruiz Ruiz & Alario Trigueros, 2010).

In addition, some findings considered that disabled women would make a great contribution to feminism (Viñuela Suárez, 2009; Garland-Thomson, 2002). However, the way to include them, specifically, in the classroom is not actually featured in research.

Similarly, English has not been the main focus for discussion concerning disability and disabled women in classrooms. Thus, this matter is what will be presented in this Master's dissertation.

2.   JUSTIFICATION

High schools are a place where knowledge is transmitted to young generations of people. Certain subjects are taught within them, such as mathematics, languages, history, biology, or art. Some authors considered that subjects such as these ones should not be focused on teaching their traditional contents exclusively. They should also address matters which are part of the 21st society and therefore important to educate students on as well (Educandoenigualdad, 2013; Ruiz Ruiz & Alario Trigueros, 2010). One of these matters could be disability, since "[m]ore than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulties in functioning." (World Health Organization, 2011:xi).

In addition, "[…] approximately 1 of 5 US women has a disability involving a limitation in life activities, […]" (Hughes, 2006:283). Considering this, disabled women could be covered in school, too, as they are also present in society within disabled people.

The great presence of these groups of people in today's society is the reason why they are approached in this Master's thesis.

This Master's dissertation aims for two objectives. The first one is to bring a focus to disabled people and disabled women in high school education, particularly in the English subject.

The second aim is to suggest ways to achieve the first purpose. Thus, this second aim includes two other goals within it. It seeks to present students with different contexts where they undergo situations which could be faced by disabled people. Additionally, it attempts to provide students with opportunities to reflect on different aspects regarding these people: the added issues which could be encountered by them in life because of their disability; their potential aspirations; and their possible feelings concerning other people's perceptions and assumptions about them.

In order to observe this, this Master's degree project is divided into five parts. The first part is the theoretical framework of the project, consisting of several studies focused on disability, disability and women, and equality.

The second part is the didactic unit which was implemented at a specific high school with a group of students during the external practices' period. It is comprised of the curricular, didactic, and methodological justification of the proposal, together with its objectives, competences, contents, achievement indicators, and the activities which constitute the different sessions of the didactic proposal.

The third part of the Master's dissertation is a discussion of the most relevant results obtained from the implementation of the didactic proposal. This discussion is followed by an explanation of the elements of the proposal which could be enhanced. This is the fourth part of the Master's dissertation.

Lastly, a section of conclusions is presented to summarize the previously-commented results of the didactic proposal and establish whether the purposes of the Master's thesis have been accomplished.

3. THEORETICAL FRAMEWORK

As it was mentioned in the introduction section, investigations on the way in which English could approach disability and disabled women in school have not been mainly carried out. However, both topics, along with equality, have been the object of study of many researchers.

3.1. Scholarship on disability

Studies on disability relate it to various matters, which will be explained now.

3.1.1. The general view on disability

Some scholars argued that it is because of the misguided views and thoughts of those who represent the model of ordinary people that those who do not embody said model are not included. In other words, the fact that these people are not included is not due to their actual differences or disabilities, but with the walls present in society regarding it. Within these people who are not included different groups can be distinguished, such as disabled people, Latinos or black people (Reid & Knight, 2006; Beckett, 2009).

The traditional view that has been associated with the first of the groups listed above is that being disabled is sad (Allan, 2010). In addition, there are the following opinions about whether to include them as part of society.

On the one hand, some people and studies, specifically disability studies, made an effort for inclusion to happen, helping disabled people to be seen as normal. These people and studies are now also trying to make society open and easier for disabled people to be further included in it, since there are lessons to be learned from them. These lessons are, for instance, living and cherishing the present instead of focusing on the future (Garland-Thomson, 2017; Linton, 2005).

Attempting to include disabled people is important because society as it is now contains places to which disabled people cannot always access. One instance can be playgrounds, spaces to experience social interactions and relationships, or becoming a member of a group. Places such as this one transmit ideas that affect the way in which disabled children see themselves, instead of feeling ordinary and having a sense of autonomy. These places also affect the way non-disabled children regard them as well (Burke, 2015).

On the other hand, there are other people who believe that it would be better if disabled people did not exist. These are people who are still reluctant to accept their differences and the changes in society that would lead to their integration. There are also parents who do not want their children to befriend disabled children (Garland-Thomson, 2017; Linton, 2005; Goodley & Runswick-Cole, 2015).

One aspect which some researchers recommended in order to make disability visible and normalize it is for it to be showcased artistically to a greater extent (Fraser, 2018; Linton, 2005).

3.1.2. Addressing disabled people

It is relevant to stress the way in which non-disabled people address disabled people. To begin with, there is a need for a change in the terms used to define the traditional categories which differentiate the group of people featuring a disability from those who lack one, since they are very limiting. This happened with the terms male and female as well and now they have expanded (Linton, 2005). It is important that this takes place with disability since even disabled people do not refer to themselves with the right vocabulary (Díaz-Chica et al., 2024).

Now, apart from of this, some researchers were concerned with studying how non-disabled people refer to disabled ones. After investigating, they drew a conclusion: the majority of teenagers nor teachers do not act, are unsure of the way to act or do not use the correct words when they are with someone belonging to this group of people, especially regarding autistic people and mentally disabled people (Díaz-Chica et al., 2024; Rutherford et al., 2015). Perhaps this is so because, according to some authors, cognitive disability has been more overlooked than physical disability, culturally, socially, and as an investigation topic. Two centuries ago, disability, the physical one, was shown as something to humor, showcased in the circus. Then it started being greater seen, as a group distinguished from people living in poverty, although not entirely free from obstacles. While physical disability underwent these changes, cognitive disability was still perceived in a negative way, associated with craziness (Fraser, 2018).

However, despite the lack of knowledge regarding disability, there are teachers who do express their want to help by using the correct terms to refer to disabled people, without employing offensive or dismissive terminology (Rutherford et al., 2015).

3.1.3. Disability in education

Some authors were concerned with the way in which disability is included in education.

To begin with, some studies examined the way disabled children live and the intermediate position which they and their parents face upon some remarks by other people regarding these children. For instance, when it is said that these children are 'like the rest of the children' but they also have traits that differentiate them from the rest, especially in the academic environment (Goodley & Runswick-Cole, 2015).

In addition, in terms of the way in which the inclusion of these people is carried out, authors established that the need for educating disabled people, their rights and needs evolved, and these aspects were included in different acts and laws throughout history (Aron & Loprest, 2012; Bhattacharya, 2010).

Despite this, scholars also argued that some of the teachers and schools of these children do not want to be responsible for these disabled children because they believe that they alter the rhythm of the class. Fortunately, there are others who do make an effort to include these children in the classroom and adapt to their needs, granting different adaptations and aids in favor of these students; e.g. ensuring that schools are accessible for them, offering them the tools or assistance which they require, or discussing their evaluation: whether it should be the same as everyone else's or it should be subject to adjustments (Goodley & Runswick-Cole, 2015; Aron & Loprest, 2012; Bhattacharya, 2010).

Researchers also addressed disabled students' admission in the education that takes place after high school, and how even though specific data show that now there are more disabled people going to college, they are mostly whites. This means that people with other background —some of them being disabled, too, hence meaning that there is another step further into their exclusion— are not taken into account in these data (Aron & Loprest, 2012; Reid & Knight, 2006). Studies concluded that all children have the right to be educated and not neglected. In order to achieve this, education has to undergo some changes so that everyone can access it (Aron & Loprest, 2012). Schools have to embrace their students' differences instead of simply focusing on being standard (Goodley & Runswick-Cole, 2015).

Moreover, other scholars stressed that it is not enough to adapt schools from a physical point of view, for example assembling ramps, so that students can enter. They stated that there is a

need for the teaching of suitable vocabulary and information with regards to disability; it cannot be overlooked under the excuse of not contributing to the mistaken way in which disability is usually depicted. They suggested that this is done through different means, for example, talks, references, and research in college and in the classrooms, as well as including contents connected to it by teachers. These authors considered that it would be enriching for everyone if the topic of disability were addressed more in education (Rutherford et al., 2015; Díaz-Chica et al., 2024; Bhattacharya, 2010).

One last aspect which was highlighted is that education should do more in spreading equality, namely in instilling good opinions and ways of acting in students with no disabilities concerning people with disabilities. The reason for this is that it is not clear that they are actually aware of the intolerances and stereotypes which these people undergo, why these start, and the consequences they have for these people (Beckett, 2009). This could be associated with another relevant matter: the depictions of disabled people in the literature which is used in the classroom. Some authors explained that the texts employed in schools in Hungary transmit images on disabled people in which stereotypes prevail. These authors stated that this does not positively influence the way in which learners regard or behave regarding these people; it triggers the opposite reaction. These authors also considered that, in order to solve this, the way in which they are portrayed in these texts has to be critically discussed with students (Gulya & Fehérvári, 2023).

3.2. Scholarship on disability and women

Disabled women have been approached associated with varying aspects over time as an object of study: it has been related to feminism, and the lives of disabled women and the discrimination which they suffer have been addressed, too.

3.2.1. Feminism and Feminist Disability Studies

As it happens with Disability Studies, which studies and advocates for disability, Feminist Disability Studies also focuses on showcasing that disability is not bad, does not need amendments and that it is a concept that was generated by society, as is the case with gender. Feminist Disability Studies also show that people that qualify to have a disability tend not to be included; they are not considered part of society. Besides this, most of the times, Feminist Disability Studies examines works focused on disabled women (Garland-Thomson, 2005).

It has been argued that disability can benefit from being examined in a feminist point of view because they have other aspects in common, too. One instance that proves this is that women have been described by men and disabled people have been depicted by non-disabled people (Morris, 1993). Apart from this, what most scholars claimed is that feminism and Feminist Disability Studies are interconnected. These researchers also stated that feminism should contain disability, as it will provide more information about the configuration of humans and the world (Viñuela Suárez, 2009; Garland-Thomson, 2002). Another reason that supports the connection between the two fields is that there are similarities between them, in the aspects which they address (Viñuela Suárez, 2009; Garland-Thomson, 2005; Garland-Thomson, 2002; Morris, 1993). These features are body; identity; the ways in which women and disabled women are repressed, e.g., with rapes; or the distinction between what is established by biology and by society, which is something relevant for both cases: gender and sex for feminism, and disability and impairment for disabled people (Garland-Thomson, 2002; Morris, 1993; Viñuela Suárez, 2009)

One last reasoning which explains why disability should be included in feminism is that some authors pointed out that Feminist Disability Studies can contribute to feminism (Hall, 2002; Garland-Thomson, 2002; Morris, 1993). According to some studies, these contributions can be made in different areas analyzed by feminism: the female body, representation, identity, activism, and the act of taking care of someone else (Garland-Thomson, 2002; Viñuela Suárez, 2009; Hall, 2002; Morris, 1993).

Regarding the female body, there is the supremacy of the image of the ideal, pretty, and ordinary body with no problems or singularities. This is now further spread through surgery to repair bodily imperfections, which leads to not admitting different bodies. Women have to reach the model imposed by patriarchy, hence accepting and adapting to its rules (Hall, 2002; Garland-Thomson, 2002). Meanwhile, it was considered that Feminist Disability Studies defends the inclusion of all types of bodies in society (Hall, 2002).

It was also claimed that patriarchal aspects rejected by feminists, such as traditional female beauty or conventional female roles, should not be accepted by disabled women but reused. The reason for this is that they can mean something different that supports these women's cause, for example saying that there is beauty in all kinds of body (Viñuela Suárez, 2009).

Concerning representation, according to some studies, feminists have oftentimes identified women being controlled and suppressed by patriarchy with them being disabled (Hall, 2002; Garland-Thomson, 2002). Other associations with disabled people were also shown. They are the following: racialized people have also been considered disabled because of the traits that constitute their race; the fragile nature of disabled people and women has always been emphasized, too; and the traditional idea of the monster, related to being deformed, has also been associated with disability (Garland-Thomson, 2002).

When referring to identity, disabled women have not been seen as women; they have been discriminated (Garland-Thomson, 2002; Viñuela Suárez, 2009). Some authors discussed that these women are rejected because they do not mirror the traditional image of the female body (Viñuela Suárez, 2009). Others nevertheless argued that this is actually good because it means that these women do not have to adapt to the traditional female image. In order to prove it the stereotypical blonde Barbie doll was referenced, and it was explained that she is always perfect and wears tight clothing, whereas her friend Becky, who is in a wheelchair, uses loose clothing (Garland-Thomson, 2002).

Moreover, and regarding identity as well, it has been mentioned that the idea of a disabled person being kind, clever, and independent does represent the misconception of what people often imagine a disabled person to be (Garland-Thomson, 2002).

In terms of activism, some findings revealed that an environment where some disabled women can be seen is in fashion advertisements and shows. It was considered that this contributes to making disability more visible. However, in the end said disability is outshined by the look which is frequently given to these women to publicly display: a replica of those women who do not have a disability (Garland-Thomson, 2002).

As for the act of taking care of another person, it is an important theme related to disability (Garland-Thomson, 2005). The beneficiaries of assistance are not addressed by feminism. Through the analysis of the connection between those who assist somebody and those who are at the receiving end of that attention, disability provides details about what caring entails, helping and widening feminism (Morris, 1993; Garland-Thomson, 2002).

3.2.2. Disabled women and the double prejudice

The double prejudice is an aspect which is important to highlight when referring to disabled women, since it was addressed by several scholars in different ways: some of them focused on the barriers which these women encounter in society; others investigated the differences in these women's life depending on whether they belong to one generation or another; and other researchers examined the general public and their knowledge about the life of disabled women.

In some studies, it has been emphasized that disabled women do not have to be treated as heroic nor victimized or pitied for being both women and disabled (Viñuela Suárez, 2009; Morris, 1993). Despite this, it is true that they are in a lower position in society and are indeed subject to obstacles and prejudices which they face in society due to it, especially in terms of receiving less education. They achieve less job positions which are usually not very high either, doctors often mistakenly link their pain or sickness to them being disabled, too, and they are also more vulnerable to violence (Garland-Thomson, 2005; Moya Maya et al., 2006).

What is more, when their daily lives are explored and these women are asked about them, a contrast between the older and the younger ones can be seen. There are differences in the way in which their family treated and treats them and how they reacted and react. Their experiences when referring to school, job positions, and motherhood are not the same either. Additionally, being a disabled woman seems to have less of an impact and influence on the younger ones, which shows that there has been an evolution in society regarding this topic, for instance with the appearance of more aids. And although both groups are still subject to prejudices concerning the way they look and their abilities, they remain positive, proving people's misconception through their hard work and perseverance (López González, 2007).

Thus, as some authors emphasized, it is very important that the rest of the people become aware of all these challenges encountered by these women, which is complicated, as culture does not transmit or depict how their lives are (Moya Maya et al., 2006; Morris, 1993). That is why some scholars considered that transmitting these women's lives should be carried out in education. They designed hence a didactic proposal with it as an aim, with different activities for students depending on their educational level and providing information on how to treat and help these women (Moya Maya et al., 2006).

3.3. Scholarship on equality

Throughout the years, varying matters have been connected with equality in research. These aspects are explaining what coeducation is and what its goals are and describing the roles of schools, teachers, and parents in transmitting the relevance of equality to children.

3.3.1. Coeducation

This concept is extremely important in terms of equality. It refers to the act of teaching both girls and boys. In addition, it implies eliminating the traditional preferences, looks, abilities, and behaviors which have been associated with boys and girls throughout history (Aprendemos Juntos 2030, 2018; Subirats Martori, 2021). Scholars claimed that the reason why coeducation first appeared was to widen women's knowledge about the world, making it equal to men's by accessing the same educational centers and subjects as them (Emakunde, 2018; Subirats Martori, 2021).

Coeducation should strive for breaking the ideas which people have about gender, about what being a woman or being a man is: the former one being delicate and always helpful, and the latter one having strength and not revealing emotions. These thoughts are a result of the cultural constructions and stereotypes that have been created over the centuries, one way of transmission being children's literature. It has been emphasized that these associations according to the sex of a person need to stop happening (Emakunde, 2018; Subirats Martori, 2021; Educandoenigualdad, 2013; Aprendemos Juntos 2030, 2018). Fortunately, an evolution of the goals of women in life has already taken place, advancing from having a quiet life with their husband to searching for independence and having a job that fulfills them. As for men, the traditional male image is changing, the social advances being responsible for it. This leaves them confused about what their role is (Subirats Martori, 2001).

Researchers also explained what the purposes of coeducation should be in today's society. One of them is appreciating what has been traditionally attributed to girls in the same way it is done with what is male, enabling both sexes to be included in each other's environments. Investigators claimed that being loving and caring, qualities which have been conventionally identified in women, should be valued instead of rejected. The reason for it is that these are extremely important traits in any human being, without which people would be more violent, lonely and bitter (Emakunde, 2018; Educandoenigualdad, 2013; Estalayo Bielsa, 2024).

Another aspect that coeducation should pursue is providing young women with female figures to act as their examples. The new generations of women regard females who they can admire in spaces such as art or television. Despite this, very few female figures are mentioned in the classrooms. This is something which occurs, for instance, in history, where the women referred to tend to be portrayed as too evil or ambitious; in philosophy, where women were only mentioned to stress that they simply were carers and birth-givers; or in literature, leading female students to believe there is only a small group of female writers and that only men can pursue writing. This is extremely relevant, as it is the message received by children since their education starts that the social rules are taught in the academic environment. Hence, instead of thinking that they will become, for example, writers, the idea that they will oversee the house management is still transmitted to the young generations of women (Subirats Martori, 2016; Emakunde, 2018). Considering this finding, if there are few female figures referred to in schools, it could be inferred that even less disabled women are mentioned there.

3.3.2. The role of schools and teachers

To begin with, schools play a vital role in whether or not equality is transmitted. There are authors who maintained that a sexist pattern permeates the walls of the academic environment and that this affects the academic experience lived by girls, particularly the ones who consider themselves clever. Some of them do not represent traditional ideas and are judged by their social position, racial preconception, how beloved they are among other students, especially boys, and how feminine they are (Raby & Pomerantz, 2016).

Moreover, within schools the figure of the teacher stands out. Researchers noted two important matters regarding them ensuring that equality takes place in their respective schools.

In the first place, the importance of training teachers in equality issues, such as gender violence, was outlined, to prevent these issues from happening in schools. There is also a need for teachers to tell their male students that it is not respectful to their female classmates to look at them in a derogatory way. Teachers have to point this out to boys when they observe that boys are having these attitudes. Both tools are useful to make students aware of violence and gender violence, hence enabling teachers to put a stop to them (Ruiz Ruiz & Alario Trigueros, 2010; Educandoenigualdad, 2013).

In the second place, studies found that teachers, especially female ones, have to become aware of these and other details which tend to be overlooked, that discriminate women, both students and teachers. Teachers have to try to end them, as there are aspects which are not taken into account. They are internalized in everyone so deeply that they are perceived as ordinary, but they are not. One example of this situation can be seen during recess. Most of the playground is controlled by boys playing sports, such as football, with girls' space being reduced. Hence, girls are isolated from the rest of the playground. This is very relevant as it is connected with a matter which emerges and children assimilate from the moment when they are babies and since they are young: the way in which girls are not moved and given a shelter, whereas boys' movement is fostered (Educandoenigualdad, 2013; Emakunde, 2018). It has also been shown how far this discrimination goes by pointing out that female teachers usually try not to reveal the qualities in them which are associated with women, for instance, being emotional or being loving, in an attempt to be taken seriously in the school environment (Subirats Martori & Brullet Tenas, 1988a).

In addition, researchers stated that teachers themselves also contribute to the maintaining of a sexist pattern. Some studies focused on what happens in western countries, while others addressed what occurs in some eastern ones.

Regarding western countries, there are scholars that established that boys have been outperformed by girls academically for quite a period of time now and some reasons and suggestions were given as to why this has been so (Emakunde, 2018; Autor et al., 2016; Subirats Martori, 2016). One of the causes of it can be that it has been observed that both girls and boys receive similar grades when in a good school, but if it is not as good, then girls' results are better than boys' (Autor et al., 2016). Another reason which could also explain that, academically wise, girls have achieved more than boys is the fact that boys are taught that they are going to be successful when they are young and when they are not, they do not know how to act (Emakunde, 2018; Subirats Martori, 2016).

When referring to the way in which teachers regard their students, research established that western teachers have the preconceived notion that girls tend to study, while boys tend to procrastinate. Despite this, the words which teachers use to refer to male and female students are different, since they focus on moralistic aspects when addressing boys and often refer to them as boisterous. Conversely, when talking to girls, teachers have a greater focus on the way

in which they look and allude to them as being obedient. All these aspects are gender-based assumptions (Subirats Martori & Brullet Tenas, 1988b; Jones & Myhill, 2004).

Now, concerning some eastern countries, female students' results are impacted by teachers' conventional thoughts regarding gender. It affects what keeps these students trying to obtain good marks, and what they believe concerning gender and their social position becomes rooted in them. This occurs because these female students eventually transform their teacher's ideas into their own ones (Alan et al., 2018).

In both cases then, West and East, investigations revealed the key part of teachers in helping or preventing equality from being spread and instilled in students.

On another note, it has been stressed that more importance should be given to approach other aspects, for example equality, other than traditional subjects, and that there should be room for the teaching of equality in ordinary subjects as well, one of them being History of Art. This subject is highlighted because gender violence, which is very important and is associated with the concept of equality, has been represented all throughout history, consciously or unconsciously. That is why many activities can be done, for instance, with some paintings and poems for the students to reflect on gender violence and the seriousness of it. Researchers defended that schools have to do everything they can to teach equality to students (Educandoenigualdad, 2013; Ruiz Ruiz & Alario Trigueros, 2010).

Still, it has also been stressed that schools cannot be the only ones to be entrusted with this; they cannot act on what happens inside families or what is shown on social media, the latter one encouraging the new generation of girls to have strength and to be successful by sexualizing themselves (Ruiz Ruiz & Alario Trigueros, 2010; Estalayo Bielsa, 2024).

3.3.3. The role of parents

As it was pointed out in the previous paragraph, other figures which have a relevant role in conveying equality to boys and girls are their parents. This is so because they are the first ones who are responsible for socializing their respective children from the moment they are born (Estalayo Bielsa, 2024).

In particular, the relationship which women have with their respective mothers is highlighted. Specifically, how the former group was imparted traditional notions by the latter

group. These were the values which patriarchal society had previously instilled in women, as a tool to control them. Thus, the practices carried out by mothers included holding their daughters back, both physically, with corsets or strips, and psychologically, uttering hard comments about their appearance, their intelligence and what they could or could not do. Mothers related all this to the lack of attention their daughters were going to receive from boys because of it. Hence, it was associated with whether they are capable of attracting men (Estalayo Bielsa, 2024).

In order to prevent traditional understandings about gender from being assimilated by their children and raise them in ideas of equality instead, some authors established that a good way to start making all this happen is allowing them to play with the same toys when children are young or asking them to do the same chores, regardless of them being boys or girls (Aprendemos Juntos 2030, 2018).

4.   METHODOLOGY

The three topics which have been addressed throughout the entire section above, that is, disability, disability and women and equality will be taken into the classroom in two different ways, with one of them being more present than the other.

The activities in the first session will include the Total Physical Response method (TPR). According to Hounhanou (2020), youngsters use their body to respond to what they are instructed to do, making this method an effective device to present them with new English words. This author also stated that this method helps them enhance abilities which involve speech and "[…] cooperation, negociating, competing, and following rules." (Hounhanou, 2020:23). It contributes to an efficient employment of their mind and body as well (Hounhanou, 2020).

In addition, the author of this Master's degree project considers that TPR can also help to include women, disabled people, and disabled women in the class. As the author of this Master's dissertation sees it, with this method, all students can participate in the dynamic of the class, regardless of whether they are boys or girls.

Regarding disabled people, and disabled women, if they used a wheelchair, a puppet could be given to them, and they could mimic the teacher's gestures that way. If some students were deaf and confused by some gestures, the teacher could express key aspects about the expressions or words uttered in TPR in sign language. Concerning blind people, they are able

to listen to the teacher's instructions; therefore, they could sit on a chair to ensure that they do not fall and make gestures from there. In the case of people with cognitive disability, it is possible that they would feel part of the class with this method, since it does not involve actual theory; they would be doing hence the same as the rest of their classmates.

Additionally, this lack of theory can be the reason why it could be said that TPR could contribute to a greater inclusion in the group of those students who possess a low English level.

As for the activities that will be done throughout the remaining sessions of the didactic proposal, they will comprise the Task-Based Learning Approach (TBL). It shows that activities related to assignments lead to better control of the new language by students. Instead of learning speech aspects which generate an object, possessing a new language is aimed at the improvement of a person's social and communicative skills (Hismanoglu & Hismanoglu, 2011). Moreover, TBL enables "[t]he linking of classroom language learning with language use outside the classroom." (Nunan, 2004:1).

In addition, from the perspective of the author of this Master's thesis, TBL could also be a good way for students to practice English and discover new aspects about it. Not only could it enable the possibility of creating and introducing activities featuring both disability and equality. As the author of this Master's dissertation sees it, TBL also requires students to help one another achieve a clear objective, which is carrying out an activity. If this is contemplated, it could be considered that TBL also entails cooperative learning, highlighting its value and importance. The reason for this consideration is that cooperative learning involves a person trying to achieve a positive result; not only for them but also for their team members (Johnson & Johnson, 2014).

From the perspective of the author of this Master's dissertation, all these aspects make TBL a very complete and unifying methodology. In fact, in the view of the author of this Master's thesis, this approach allows for disability, disability and women and equality to be approached in class. As the author of this Master's degree project sees it, all the members of the different groups of students created in class could cooperate and contribute to reaching the goal, regardless of their differences. A coordinator in each group could also be named by the teacher, this figure being embodied by a girl, a disabled person, or a disabled girl. This could be a way to give more prominence to these groups of people thanks to this approach.

On another note, to finish with this section, some activities of the didactic proposal included in this Master's dissertation will be commented on in the discussion. To begin with, what the students uncovered, apart from the aspects expected, will be addressed. Then, their response to some of the activities in the didactic proposal will be explained. In addition, whether or not some of the activities were complicated for the students will be argued. Finally, the reflections which some of them prompted in the students will be discussed.

5. DIDACTIC PROPOSAL[1]

The stage objectives referred to in this didactic proposal are contained in the Real Decreto 217/2022. Regarding the competences, both the key ones and the specific ones, the contents, and the evaluation criteria, they are included in the Decreto 39/2022. As for the cross-curricula contents, they can be found both in the Real Decreto 217/2022 and in the Decreto 39/2022.

5.1. Curricular justification

This didactic proposal is subject to the LOE, which corresponds to the Ley Orgánica 2/2006 of May 3rd; the LOMLOE, or in other words, the Ley Orgánica 3/2020 of December 29th; the Real Decreto 217/2022 of March 29th, which organizes secondary education; and the Decreto 39/2022, responsible for showcasing the Castilla y León secondary education's educational program.

5.2. Didactic justification

From the didactic point of view, this didactic proposal seeks to reduce the teacher's role in class in favor of the students'. The strategy used to accomplish this is, instead of having more theoretical lessons given by the teacher, providing activities which foster the students' participation, engagement, and work.

In addition, another aspect which is intended here is increasing the students' interest in English and boost their confidence instead of undermining it. In order to do this, they are provided with positive feedback of their work which will hopefully help them in becoming

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[1] The content of this didactic proposal is contained in the didactic proposal of the external practices report written by this author. That didactic proposal was adapted, in turn, from another didactic proposal designed by Iria Méndez, Jose Magallanes, Borislava Ivanova, Lucía Mañeru, the author of this Master's thesis, and María Elena Muñoz.

better at English. They are also assured of the fact that mistakes are part of the process of becoming acquainted with a new language.

5.3.   Methodological justification

In terms of the methodology, disability, disability and women and equality are approached by presenting them to the students and by including them in work dynamic of the sessions in a didactic way. This is done through a learning situation which contains different activities.

The learning situation here is going on a trip to London and among the members of the group who is traveling to the English capital there are disabled people. Each of the sessions is devoted to learning the way to express oneself and act in the different real-life situations that are likely to occur when visiting a foreign country. Some instances of said situations are being at an airport, at a hotel, at a restaurant or at a theater. These are the contexts which constitute each session. More importantly, the lessons also focus on becoming aware of what traveling abroad with disabled people entails, that is, what needs to be considered in such cases. In addition, the English relative pronouns are included in the classes.

In order to achieve this, different activities are carried out, from a movement one with which the vocabulary and expressions are introduced to the students (a TPR) to other activities through the TBL. These activities involve identifying certain objects, words, or structures featured in a video, playing Pictionary, or writing and performing dialogues in pairs or groups, among other aspects. Apart from this, one activity specifically addresses disabled women. A situation which can be experienced by them is showcased to students through two scenes from the 2024-movie adaptation of the Broadway musical *Wicked: The Untold Story of the Witches of Oz* (Schwartz & Holzman, 2003). These scenes focus on Nessarose, the main protagonist's disabled sister, who, judging by her comments and her bodily and facial expression, probably tries to assert her independence at college. Questions regarding this video are posed to the students, with the purpose of eliciting some critical thinking and empathy from them. All these activities are aimed at the creation of a final product, blog-like posters made by the students in groups, which will include advice on the way to travel with disabled people. They are presented by each group in class, during the last session of the didactic proposal.

5.4. Evaluation

The students' evaluation in this didactic proposal is carried out by means of two materials: self-assessment boards and rubrics.

The former ones, which include the achievement indicators designed for each lesson, are provided to each of the students at the end of the first five sessions. They need to reflect on what they believe to have achieved during each class and color each board's space accordingly.

As for the rubrics, two are employed by the teacher to assess the final task: the first one is concerned with the students' writing skills in the blog-like posters. The second rubric evaluates the students' oral abilities during the presentation of said projects.

Regarding two Moroccan students, their self-assessment boards are adapted to their achievement indicators. Their French translation is placed next to them so that the students can understand them and color each of the spaces of the boards. Their situation will be explained later.

Additionally, the activities which are created for these two students to do in session 6 are different from the final task asked of the Spanish students. As a result, a rubric is designed for them as well. It gradually assesses what they are able to accomplish in this session. This means that what it contains are basically the achievement indicators established for them for session 6.

5.5. Didactic proposal

This didactic proposal has been carried out at IES Zorrilla, in Valladolid, in a 4ºESO-group formed by twenty-two students. The proposal takes six sessions to complete, with each of them lasting fifty minutes.

The sixth session is devoted to the oral presentation of the final task, which the students have to prepare at home. Said task involves them creating a blog-like poster in groups using digital resources, e.g. PowerPoint, Canva, or Genially. The topic of the poster is the following: going on a trip with disabled people. The students have to give advice on the way to travel abroad with these people including some relative pronouns, as they are worked on throughout the didactic proposal. Said advice has to focus on the aspects which they have discovered about the

four contexts seen in class. The students are also instructed to write it in a slightly informal way since the poster has to follow the structure of a blog. They are also told about the parts which the poster needs to contain, too, i.e., an introduction greeting their readers, presenting the topic, and explaining the reason why they can give advice on it; a body explaining their recommendations for each of the four situations; and a brief conclusion which acts as the closure of the blog's entry. In addition, the students are asked to include photographs in the poster which illustrate their words. Lastly, a model of a blog-like poster is shown to them in the classroom so that what they have to do is clearer to them.

5.5.1. Stage objectives and competences

To begin with, the proposal includes different stage objectives, specifically a, b, c, d, e, g, i, and j. It also contains key and specific competences. Regarding the key ones, in this proposal the following are featured:

- CCL, which is the acronym of 'Linguistic Communication' in Spanish;
- CP, which in Spanish stands for 'Multilingualism competence';
- CD, which means 'Digital Competence';
- CPSAA, which is 'Personal, social, and learning to learn Competence';
- CC, whose meaning is 'Civic Competence';
- CE, in other words, 'Entrepreneur Competence';
- CCEC, meaning 'Awareness and cultural expression Competence';

As for the specific competences, the following ones are practiced:

- The first one, that is, oral and written comprehension;
- The second one, i.e., oral and written expression;
- The third one, which is communicative interaction;
- The fifth one, which encompasses multilingualism;
- Lastly, the sixth one, meaning diversity and interculturality;

5.5.2. Contents

In terms of the contents, various ones are featured in this didactic proposal. Within content A, communication, number three and six are addressed. Number three includes features which can be adapted to different settings, frequently used in communication. These features involve the following:

- Greeting and saying goodbye;

- Recounting real places and people;

- Locating objects, people, and places in space;

- Requesting and transmitting recommendations, instructions;

- Expressing projects for the future and intentions;

- Exchanging and requesting everyday data or instructions;

- Communicating what one feels, likes and interesting aspects to them in a partial way;

- Communicating one's conjectures, conclusions, and certainty;

- Offering, accepting and rejecting help;

- Being able to accomplish certain aspects regarding speech, such as reformulate, specify explain, and summarize it;

- Recounting frequent activities as well as the aspects which are happening at a specific moment;

- Communicating one's view and one's recommendations;

- Communicating uncertainty and doubt;

- Communicating simple reasonings;

- Recounting situations which took place in the past (frequent, disrupted or temporary).

When referring to number six, the didactic proposal covers vocabulary which students find appealing and useful, i.e., vocabulary associated with the following features:

- Contexts;

- Bonds;

- What is done in ordinary days of life;

- What to do in the moments when one is not studying or working;

Regarding content B, that is, plurilingualism, number one and three are approached. Number one is concerned with the tools needed to provide, fluently, an accurate and correct answer depending on the moment, regardless of one's knowledge of a language which is different from one's own.

Meanwhile, number 3 refers to the techniques which are frequently employed to carry out the following aspects:

- Evaluate oneself;

- Correct oneself collectively and personally, technologically and analogically;

Concerning content C, which corresponds to interculturality, number three covers the culture of native speakers of the foreign language which is connected to the following features:

- Their language;
- Their linguistic politeness;
- Their society;
- An ordinary day in their life;
- The bonds which they create;

5.5.3. Evaluation criteria

This didactic proposal includes different evaluation criteria for the Spanish students depending on the specific competence on which said criteria are based.

- Within oral and written comprehension, the evaluation criteria used are 1.1 and 1.3;
- When referring to oral and written expression, evaluation criteria 2.1, 2.3, and 2.4 are employed;
- In terms of communicative interaction, the evaluation criterium 3.2 is practiced;
- As for diversity and interculturality, the evaluation criterium 6.3 is used;

It has to be stressed, as it was explained above, that there were two Moroccan students in the group where this didactic proposal was carried out. It is relevant since they needed curricular adaptation. It will be explained below, but because of it, the evaluation criteria employed with them were slightly different from the rest of their classmates'. They are the following:

- The evaluation criterium 1.1 in terms of oral and written comprehension;
- Use is made of the evaluation criteria 2.1, and 2.2 in oral and written expression;
- The evaluation criterium 5. 1 is practiced concerning multilingualism;
- With regards to diversity and interculturality, the evaluation criterium 6.3 is developed;

5.5.4. Learning situation

Given that this didactic proposal addresses how to travel with disabled people, particularly abroad, for instance, when going to London, its learning scenario is called "Disabled people walking around London". In addition, as it was previously mentioned, the proposal is formed by six sessions. Each one of them contains four activities except for these ones: session 1, which features three activities and an extra one; session 3, with an extra activity as well after the first

four ones, and session 6. This final session includes only one activity, where the students present the final task. For this master's degree project, however, only three activities belonging to each session, except for the sixth one, will be described.

On another note, it has to be highlighted that in the activities involving pairs or groups the teacher instructs the girls who are part of them to decide what their partners or group members have to do. This enables the girls to act as the leaders of their partner or group. Additionally, if there were disabled students in the group of 4ºESO, the members of the groups and pairs would change in order to ensure that a disabled student, if possible, a disabled woman, were in every group. The purpose of this would be that all the students realized and experienced the ways in which they have to adapt when having a disabled person in the group or as a partner. As it was described above regarding the girls of the classroom, the disabled learner, preferably a woman, would be the named the head of the groups or pairs by the teacher. By doing this, her figure and responsibility would be emphasized within the groups or pairs.

5.5.5. Attention to diversity

It also has to be highlighted that in this 4ºESO group one of the students had Autism Spectrum Disorder, but he did not require any curricular adaptations. He did thus the same activities as the rest of his classmates.

Additionally, as it was previously mentioned, two Moroccan students were also part of this group. As opposed to the Autism Spectrum Disorder student, these Moroccan girls did need the activities to be adapted, for one of them barely knew English and the other one did not know speak it whatsoever.

Now, let us elaborate on the different sessions of the didactic proposal.

5.5.6. Session 1

This first session is called "Starting out!". As it was mentioned in the methodology section of this Master's degree project, it uses TPR method.

5.5.6.1. Achievement indicators

The achievement indicators created for this session are the following:

- 1.1 The student, according to the expression uttered by the teacher, makes the gesture which is associated with said expression.
- 1.1 The student, upon seeing the elements in the classroom, associates them with the correct expression of activity 1.
- 1.1 The student, without any aid other than listening to the story recounted by the teacher, mimics the gestures related to the expressions.
- 1.1 The student identifies at least two relative pronouns in the expressions that they heard in the activities.

5.5.6.2.   The Moroccan students' achievement indicators

As for the Moroccan students' achievement indicators, in this session they do not differ from those of the Spanish students, except for the one referring to the identification of relative pronouns. Instead of this one, a different achievement indicator was created for them:

- 5.1 The student relates French words with a specific gesture and identifies them with their English equivalents.

5.5.6.3.   Cross-curricula contents

Let us now look at the cross-curricula contents which are addressed in session 1. It covers one, which is contained in Article 10 of the Decreto 39/2022:

- An education which promotes that students are in harmony within the academic environment, embracing and appreciating the differences between one another.

Considering that the topic of disability is part of this didactic proposal, this cross-curricula content is part of all the sessions, apart from others that will be mentioned in their corresponding session.

5.5.6.4.   Activities

Now, as it was said above, this session consists of three activities which are followed by another one in case there is time to do it after finishing the previous ones. That is why the three actual activities will be explained.

5.5.6.4.1.   Activity 1

The first activity is called "Going in circles while we learn!". Since it is the first one, it is an introductory activity, and it is scheduled to last fifteen minutes. It is a whole-class activity where both the students and the teacher stand in a circle at the back of the classroom. In the activity the teacher starts saying structures while they and the students walk in circles, in order to introduce vocabulary that they will be using in the remaining sessions. While uttering the expressions, the teacher makes a gesture associated with each of them and indicates to the students to imitate the gestures as well. Additionally, the expressions contain relative pronouns. They are the following:

- Carry a suitcase/luggage which is heavy
- Go to the help desk, where people are going to help me and your blind friend
- Check in/ out of the hotel, which does not have stairs
- Book a room where the bathroom is accessible
- Eat at a restaurant that has a ramp
- The waiter/waitress, who is smiling, takes your order
- 5pm is the time when the musical starts
- Buy tickets which have accessible seats
- The actors/actresses, that are on stage, are singing

Then, the students keep moving and the teacher begins to take objects or photographs out of a suitcase. These objects and photographs act as the physical and visual representation for the expressions above. While doing so, the teacher repeats the same structures and gestures, and prompts the students to make the gestures again, too. Some instances of the objects and images used are a watch, tickets for a show, or a photograph of a big bathroom or another one of a waiter listening to his customers. These are the resources in this activity.

Additionally, the way in which this activity was adapted has to be mentioned, considering that the teacher is a disabled woman. Instead of being part of the circle along with the students, she was in the center of the circle while the students circled around her. This could also be applied if the one who were disabled was a student. They could be the ones in the center of the circle.

5.5.6.4.2.   Activity 2

As for the second activity, the first one which is employed as a reinforcement, it is titled "Touch what we learn". It is carried out in groups of three people, that is, students. Its

programmed timing is fifteen minutes. Here, the teacher distributes the previous objects and photographs among different parts of the class, them being the resources used once again. Afterwards, the teacher demonstrates what the students have to do. Then, they ask each group of students to do the same. That is to touch a specific object or photograph by calling the students by their names and saying the expression from the first activity related to said object or photograph. The students find the specific photograph or object and touch it.

5.5.6.4.3. Activity 3

Finally, let us describe activity 3, which is titled "Let's practice". It is a fifteen-minute reinforcement activity. Furthermore, it is another whole-class activity which in this case does not need any resource. The reason for this is that it involves the teacher saying and gesturing once again the expressions belonging to activity 1, with the students mimicking them once more. The difference with the first activity, though, is that instead of the structures being isolated, here the teacher utters them in sentences as if they were part of a story. This story follows a girl going on vacation. She is called Marta, and the teacher transmits to the students through gestures that all of them, the teacher and the students, are her. This way, all the sentences contain the first-person singular as their subject and the verb in present continuous.

5.5.6.4.4. The Moroccan students' adaptation

Concerning the Moroccan students, no actual adaptation is made for them in this first session. This is due to the fact that movement and gestures are used throughout the entire lesson. This possibly makes it easier for these students to understand what they need to do, that is, to imitate the teacher's gestures. Despite this, if they appear to be at a loss, the teacher says some key words connected to the expressions in French, such as *chambre*, *valise*, *acteur/actrice*, *billets*, *serveur/serveuse*, *rampe*, *service d'assistance*, or *escaliers*.

5.5.7. Session 2

The name of this session is "Let's fly", as its context is the airport, which is introduced to the students by the teacher when the class begins.

5.5.7.1. Achievement indicators

Let us comment on some of the achievement indicators which are part of it:

- 1.1 The student understands specific information used at an airport, particularly related to disabled people, provided by another classmate in order to fill in at least three missing details in a simple conversation.
- 2.3 The student, together with a classmate, elaborates a short dialogue related to disabled people at an airport using specific vocabulary, expressions, and at least three relative pronouns, which have been explained in class
- 3.2 The student performs a conversation at an airport based on a previous written task done by themselves, showing the knowledge which they have acquired in the previous classes.

5.5.7.2. The Moroccan students' achievement indicators

Concerning the Moroccan students' achievement indicators, some of them are the following:
- 1.1 The student understands at least four out of seven English terms employed at an airport.
- 2.2 The student links at least four out of seven English terms associated with the airport to their corresponding images.
- 2.2 The student writes at least three out of seven English terms used at an airport.
- 5.1 The student understands the meaning of specific terms in English related to an airport by comparing them to their equivalent terms in French.

5.5.7.3. Cross-curricula contents

In terms of cross-curricula contents, this session works on the second one which can be found in Article 10 of the Decreto 39/2022, which was also included in the first session. In addition to this one, session 2 also includes oral and written expression.

5.5.7.4. Activities

Let us now explain what is asked of the students in the first three activities created for this session.

5.5.7.4.1. Activity 1

The first activity, an introductory one, is entitled "Arriving at the airport with disabled people". It is planned to last ten minutes and it needs the students to be gathered in pairs.

In this activity the teacher provides each member of the pair of students with a piece of paper which shows a dialogue about a person going to the help desk of an airport. This person addresses the help desk workers and tells them that because they are traveling with disabled people, they had asked for assistance at the airport. The rest of the conversation involves the worker at the help desk asking the passenger about the necessities of the disabled people. The worker also tells the passenger to wait for a member of their staff to help them and the disabled people through the airport until their flight arrives. The dialogue includes some relative pronouns as well.

The dialogue in each handout is the same one, but one of them reads "Student A", whereas the other one reads "Student B". This difference regarding the headings is due to "Student A"'s dialogue having pieces of information which are not in "Student B"'s and vice versa; "Student B" has details of the conversation that their partner, "Student A" does not. That is why each member of the pair has to read their dialogue out loud, so that when they finish, both of them have the entire conversation. Thus, the resources that are employed here are the handouts with the conversation, with modifications depending on whether they include "Student A" or "Student B" version.

5.5.7.4.1.1.   Activity 1 for the Moroccan students

When referring to the Moroccan students, this activity is adapted to their level in the following way. A sheet of paper is given to each of them. This sheet is divided into three columns. The left column features some words in English which are related to the airport. The middle column contains images which represent these words. The right column is blank for the students to write the English words in French. They are told to try and remember the English words once they are finished writing the French ones.

5.5.7.4.2.   Activity 2

Activity 2 or "At the help desk", it is the first reinforcement activity of this second session. It is also a pair activity, whose timing is fifteen minutes. The students have the opportunity to be with a different partner or to be with the person with whom they carried the first activity out. In this case they have to create a conversation by working together, which resembles the one in activity 1. A dialogue thus which takes place at an airport between a help desk worker and a passenger who is going abroad with disabled people. They are told to use some of the expressions and terminology which they uncovered in the previous activity. They have to

include hence information related to the disabled people in the airport, e.g., their passport, the number of the flight, or the kind of assistance and equipment which the disabled people specifically require to arrive to the boarding gate or to board the plane. In addition, the students are also asked to employ at least three relative pronouns throughout the entire dialogue, in order to practice how, when and where they are used in English.

5.5.7.4.2.1. Activity 2 for the Moroccan students

In their second activity of session 2 these students are presented each with another sheet of paper with three columns. Now they only have the images of the words that were presented in activity 1, with the left and right columns both blank. They have to write the words corresponding to the images both in French and in English.

5.5.7.4.3. Activity 3

The third activity of session 2 is known as "Acting it out". It is the second activity used as a reinforcement. It takes fifteen minutes of the lesson and students have to work in pairs once again. This time the pairs have to be the same ones from the second activity. The reason behind this is that each member of the pair plays one character, either the person who works at the airport's help desk or the passenger who approaches said desk. In character, the students have to perform the conversation which they previously wrote for their classmates and the teacher to see.

5.5.7.4.3.1. Activity 3 for the Moroccan students

In their third activity of the session each of the Moroccan students is provided with another handout. In this case, there are only two columns: one with the images from the previous activity and the other one with those images' words only in English. A detail which has to be emphasized is that the words do not correspond to the images beside them. The students have to link the words with their respective image.

5.5.8. Session 3

Session 3 's title is "Room Service" as its context is the hotel.

5.5.8.1. Achievement indicators

Some of the achievement indicators created for this first session are the following:

- 1.1 The student recognizes a minimum of five words and one relative pronoun from the accessible hotel room video, writing down at least three of the words and the relative pronoun in a list.
- 2.3 The student writes an email with a classmate using the appropriate expressions and language to ask for the accessible facilities of a hotel for disabled people.
- 2.4 The student describes in a clear and detailed manner the image related to the hotel that has been provided for them, giving at least five instructions to their partner so that they represent it in a drawing.

5.5.8.2. The Moroccan students' achievement indicators

As for the Moroccan students, some of the achievement indicators designed for these students in this particular lesson are the next ones:
- 1.1 The student understands the English words used in a hotel reception.
- 2.1 The student pronounces the English words that are employed in a hotel reception.
- 2.2 The student writes the English words that correspond to the objects which appear in a photo of a hotel reception after seeing said words in a chart.
- 2.2 The student writes the English words that correspond to the objects which appear in a photo of a hotel reception with no additional help.
- 5.1 The student understands the meaning of specific words in English related to a hotel reception and by comparing them to their equivalent words in French.

5.5.8.3. Cross-curricula contents

When referring to the cross-curricula contents contained in session 3, they are the same as in the previous session. One of them is oral and written expression. The other cross-curricula content is the second one which appears in Article 10 of the Decreto 39/2022:
- An education which promotes that students are in harmony within the academic environment, embracing and appreciating the differences between one another.

5.5.8.4. Activities

Let us look now at three of the activities which were created for this lesson.

5.5.8.4.1. Activity 1

Activity 1 is called "Inside an accessible hotel room". Since it is the first one, it is an introductory activity. The timing of ten minutes has been assigned to it, and it is a whole-class activity. It consists of watching a video about a man in a wheelchair who is in a hotel room. What is asked of the students is to watch the video and try to distinguish and take notes of at least one relative pronoun and three expressions or words said by this man. This is why the resources employed here are the video, as well as a screen and a computer so that the students can watch it. This activity finishes with the teacher asking the students whether or not they had wondered about hotels' accessibility before.

5.5.8.4.1.1. Activity 1 for the Moroccan students

With regards to the Moroccan students, their first activity of session 3 requires them to do the following: they are given a picture with different elements that can be found in the ground floor of a hotel (a receptionist, a bell, the rooms' keys, a client, who in this case is blind, a table, a lamp, a telephone, an elevator which leads to the hotel's rooms, and a plant which decorates the reception counter). Each element in the image features a gap beneath them for the students to write the name of the elements in French. There is also a chart above the picture which is divided into three rows. The first row includes the numbers one to nine, the second one contains the names of the elements in the image in English, and the third one gathers their French translation. The students have to write the names of the objects present in the image in French, then pay attention to the way in which they are called in English and try to remember these English words.

5.5.8.4.2. Activity 2

In the case of the second activity, "Is your hotel accessible for a disabled person?", it is the first one in this session which is used as a reinforcement. Twenty minutes have been added to this activity. It is carried out in pairs and the students have to write an email to an imaginary hotel asking its workers if the hotel and its different facilities are accessible for disabled people. They are also told to write the email in a formal style as it is meant for an unknown person, as

well as to include a formal heading, some context which explains the reason why they are writing that email to them, the actual question regarding accessibility and a formal farewell. Additionally, an example of such an email is provided for them, so they know how to do it in a clearer way. This model contains formal structures which can be used in English as the head and the closure of an email, which the students can use if necessary.

5.5.8.4.2.1.   Activity 2 for the Moroccan students

As for the adaptation made for the Moroccan students, in their second activity of Session 3 they are provided with the same image and chart which was given to them in their activity 1. However, in this case the chart only includes the rows with the numbers and with the reception objects' words in English. As for the image, it has the same blank gaps beneath the objects. The students, helped by the chart, have to write the English word in its corresponding gap.

5.5.8.4.3.   Activity 3

The third activity in session 3, whose name is "Pictionary of a hotel", is the second activity which serves as a reinforcement. Its timing is fifteen minutes, and it needs the students to form pairs again.

In this activity one member of each pair is given an image which their partner cannot see. Their role consists of giving instructions to said partner. The objective is that, by doing this, the person who does not see the image can draw it, so the result resembles the original as much as possible. The member of the pair who describes the image is instructed to use some relative pronouns while directing their partner as well.

In terms of the image, it shows a hotel reception which has peculiar aspects. It contains a child as the receptionist, a blind child with a cane at the other side of the reception desk, a panda sitting beside said desk, other hotel clients who are half-men, half-pandas, and butterflies floating around the room.

5.5.8.4.3.1.   Activity 3 for the Moroccan students

In this activity the same photograph of the hotel's reception is provided for the Moroccan students. This time however the image is not accompanied by a chart. They have to write the English names of the objects that appear in the picture. Once this is finished, they are also asked to pronounce the names of the elements in English.

5.5.9. Session 4

This session is titled "British food? Delicious!", since its setting is the restaurant.

5.5.9.1.   Achievement indicators

With regards to the achievement indicators developed for this session, these are some of them:

- 1.1 The student understands the meaning of the expressions presented by the teacher which may appear in a conversation at a restaurant between the clients and the restaurant's staff.
- 2.3 The student, together with a classmate, elaborates a short dialogue related to a common problem faced by disabled people at a restaurant by using specific vocabulary, expressions, and at least three relative pronouns.
- 2.4 The student, along with another classmate, fluently explains two ways to solve a problem at a restaurant that was posed by the teacher.
- 3.2 The student performs a conversation at a restaurant based on their own ideas, that they came up with in a previous activity.

5.5.9.2.   The Moroccan students' achievement indicators

Let us discuss now the Moroccan students' achievement indicators for session 4. Some of them are the following ones:

- 1.1 The student understands the meaning of the English words associated with elements which are present at a restaurant.
- 2.1 The student pronounces sentences in English which can be used at a restaurant.
- 2.2 The student writes some simple sentences in English that are said at a restaurant and other simple sentences which include desserts.
- 5.1 The student understands the meaning of English personal pronouns and the English verbs used at a restaurant and those verbs that express likings, dislikes, and preferences by comparing them to their French equivalents.
- 6.3 The student includes English and American desserts to their vocabulary.

5.5.9.3. Cross-curricula contents

Now, with regards to the cross-curricula contents in this session, they are the same as Sessions 2 and 3: oral and written expression and, as it has been previously described, the one which is located in Article 10 of the Decreto 39/2022.

5.5.9.4. Activities

Let us now look at three of the activities created for this session.

5.5.9.4.1. Activity 1

The first activity of Session 4 is called "The tables are too high; the restaurant has no ramp! Oh, dear!". Since it is the first activity it is introductory. The first ten minutes of the lesson are used for this activity, with the students gathered in pairs. In this activity, which does not require previously prepared resources, the teacher poses two problems for the students. Both could be encountered by disabled people when going to a restaurant. Sometimes the restaurant does not have a ramp to enter it. Other times, the issue is that the tables of the restaurant are too high for disabled people to sit at. Both situations lead to them not being able to eat at the restaurant. The aim of this activity is that each pair of students chooses one of the problems and considers two ways in which it could be solved. Later, after having pondered on them, the students have to explain their solutions out loud to the teacher and the rest of their classmates.

5.5.9.4.1.1. Activity 1 for the Moroccan students

With regards to the Moroccan students, in the first activity of the session each of them is given a handout with two different rectangles and a chart. The first rectangle includes the different personal pronouns in English with their translation into French. In the second rectangle there are verbs of actions which tend to be uttered at a restaurant, together with their translation in French. As for the chart, it contains the names of food and other objects which can be part of a restaurant. Following the example given, the students are asked to form sentences by using one word in each of the rectangles and in the chart.

5.5.9.4.2. Activity 2

Concerning activity 2 of Session 4, it is known as "Solving the accessibility problems". Being the second activity, it is used as a reinforcement. It is scheduled to last fifteen minutes

and it needs the students to remain with their partner from activity 1. It consists of each pair selecting one of their previous solutions to the restaurant's problem. They have to transform the solution into a dialogue between the restaurant's waiter and one of the customers, who is a friend or a relative of the disabled people there. This customer informs the waiter of the issue which they have found at the restaurant regarding the disabled people, and the waiter attempts to offer them a solution. In addition, the students are instructed to employ at least three relative pronouns in the conversation. The teacher also provides a template with expressions which are likely to appear in such a conversation. It is shown on the classroom screen so that the students can use some of them if they need to.

Said expressions are the following:

- Make a reservation
- There is a problem we haven't considered
- Is there anything we can do to help you?
- Find a solution
- Apologies for the inconvenience
- Have a nice day

5.5.9.4.2.1. Activity 2 for the Moroccan students

When referring to the Moroccan students, in the second activity designed for them for session 4 they are asked to say the sentences which they have written in activity 1 out loud. One of them utters the example and first three sentences which they have written, and the other one says the remaining four.

5.5.9.4.3. Activity 3

The third activity of session 4 is titled "Let's make performers out of you". It is the second activity in this session which functions as a reinforcement, and it takes fifteen minutes of the lesson to do it.

In addition, as it happened with activity 2, the students have to stay in the pairs in which they have been since the first activity. In this case each pair of students has to rise from their seats in turns and perform the dialogue which they have written in the previous activity. This conversation between a waiter and a customer needs to unfold at the front of the classroom,

otherwise the rest of their classmates are not able to see each pair properly. This explains that resources prepared before the lesson are not necessary for this activity.

5.5.9.4.3.1.   Activity 3 for the Moroccan students

Regarding the adaptation carried out for the Moroccan students, in their activity 3 they need to do the following: two handouts which include two rectangles, and a chart are given to each of them. In the first rectangle the personal pronouns in English are featured. The chart features vocabulary related to English and American desserts, together with their visual representations. Finally, the second rectangle is formed by verbs which express a person's likings, dislikes, or preferences regarding food. The students have to write sentences by combining words from the chart and each of the rectangles.

5.5.10. Session 5

The title of this session is "A musical theater experience". The reason for this name is that the lesson is focused on the theater.

5.5.10.1.   Achievement indicators

Session 5 includes, as it occurs in the previous sessions, achievement indicators, some of them being the following:

- 1.3 The student, together with another classmate, interprets the meaning behind the words, actions, and facial and bodily expressions of the fictional characters in two fragments of a movie regarding a disabled character.
- 2.1 The student explains at least three interesting facts about a London theater which they previously found out with one or two classmates.
- 2.4 The student explains how to go to the theater with a disabled person including at least three relative pronouns, by considering the ideas which they previously thought about with a classmate.
- 6.3 The student searches the Internet for information about a London theater together with one or two classmates.

5.5.10.2.   The Moroccan students' achievement indicators

Concerning the Moroccan students, some of the achievement indicators are the next ones:

- 1.1 The student understands the meaning of the English words related to elements involved in the steps that are taken to go to the theater.
- 2.1 The student pronounces the sentences they have previously written to the teacher without the support of the photocopy where they have written them.
- 2.2 The student writes simple sentences in English related to the steps taken to attend the theater and to the expressions referring to the location a person can sit in there.
- 5.1 The student understands the meaning of English personal pronouns and the English verbs associated with the steps taken to go to the theater and with the expressions referring to the location a person can sit in there by comparing them to their French equivalents.

5.5.10.3. Cross-curricula contents

Let us now refer to the cross-curricula contents in this session. It involves two of them, one of them being emotional education and the education in values. The other one, as in the previous sessions, is the second one featured in Article 10 of the Decreto 39/2022:

- An education which promotes that students are in harmony within the academic environment, embracing and appreciating the differences between one another.

5.5.10.4. Activities

Now, let us describe three of the activities carried out in session 5.

5.5.10.4.1. Activity 1

This activity is called "What do we need to do to go to the theater with disabled people?" As it happened in the previous four sessions, the first activity of the class implies that it is introductory. It is a pair activity, and it takes ten minutes to carry it out. Additionally, in terms of the resources required for this activity, it is not necessary for the teacher to prepare any beforehand.

The students are presented with a specific situation, which is that they want to go to the theater with disabled people. Given this context they are asked to try and think, in pairs, about all the steps that it would take for them to do this, from the moment when they make the decision to go there to the moment when they are seated at the theater. Some of these steps could be

meeting at one of the friends' houses; go to the theater by bus and ask the driver to unfold the bus's ramp so that the disabled person can access it; and once they arrive in the theater ask the person who sells the tickets for the ones which correspond to the accessible seats. The teacher also instructs the students that the steps need to contain at least three relative pronouns. To finish with the activity each pair explains the steps which have occurred to them.

5.5.10.4.1.1.   Activity 1 for the Moroccan students

When referring to the Moroccan students, this is the way in which the first activity of session 5 is adapted to them. A handout is given to each of them. It features a chart and two rectangles. The English personal pronouns are found in the first rectangle. The second one contains simple verbs related to the steps which could be followed by a person when they go to the theater, along with their translation in French. The third rectangle includes English words associated with said steps, as well as photographs which identify the steps. The students are asked to write sentences by choosing one element from each rectangle and the chart. A sentence is provided for them as an example, along with its translation into French.

5.5.10.4.2.   Activity 2

In addition, the second activity of the session is given the title of "London theaters' detectives". It is scheduled to be done in fifteen minutes after activity 1. It is also the first activity in session 5 to be employed as a reinforcement. To carry it out groups of three people need to be made, as well as one pair so that there every student has someone with whom they can do the activity. The aim of this activity is for students to investigate aspects of real theatres located in London. After each group is assigned a theater by the teacher, the students have to look for at least three facts about it which they find interesting. The teacher, meanwhile, looks for an image of each theater so that everyone can see them while the groups recount what they have found about theirs. That is, unlike the previous activity, this one does require some resources: a mobile phone in each group of students so that they can search for information about their theater; a computer and a screen for the teacher to show an image of each theater to all of the students; and a list featuring the names of the theaters together with their assigned groups. The theaters are these ones: the Aldwych Theatre, the Lyceum Theatre, the Adelphi Theatre, the Novello Theatre, the Apollo Victoria Theatre, the Cambridge Theatre, and the Globe Theatre.

5.5.10.4.2.1. Activity 2 for the Moroccan students

In their second activity of the session the Moroccan students are asked to tell the sentences which they have written in activity 1 out loud to the teacher. In order to do it, they are told to take turns and try not to look at the pieces of paper where the sentences are displayed. Therefore, this activity does not require previously-designed resources.

5.5.10.4.3. Activity 3

Lastly, the third activity in session 5 is called "Reflecting on Nessarose's experience". It acts as the second reinforcement of the session, and its timing is twenty minutes. It is a whole-class activity. The activity begins with the teacher giving the students some background information about the plot of *Wicked* (Chu, 2024). Afterwards they watch two fragments of a YouTube video from the movie. Said fragments focus on Nessarose, the protagonist's wheelchair-bound sister and the students are instructed to pay attention to what is seen and said regarding this character. The aim of this activity is to make the students reflect on the way disabled people tend to be perceived and treated by non-disabled people. Thus, in this activity two resources are needed: a screen and Internet access and the link to the YouTube video of the movie containing the fragments which are used for the activity.

The teacher has some questions prepared in case nobody volunteers to tell the rest of the class what they noticed in the fragments. These are the questions:

- What is the father's attitude towards Nessarose? How does he treat her?
- What about Elphaba's attitude towards her sister? What is the difference between Elphaba and the dad? Who do you think has a better attitude? Why?
- Why do you think Nessarose tells her father not to help her? What does she want?
- What does the lady in the second fragment call Nessarose? Why does she call her that?
- What is Nessarose's reaction when the lady takes her to her room? How do you think she feels? What would you do if you were in her shoes?
- How does Elphaba react to that moment? Why does she do that?

5.5.10.4.3.1. Activity 3 for the Moroccan students

With regards to the Moroccan students, in the third activity of the session they are each given a handout with two rectangles. In the first one the English pronouns are gathered. The second

one groups adverbs referring to the place where the audience can sit in the stalls of a theater. The French equivalents of these adverbs are provided as well. Additionally, the verb *sit* is given to the students. They are asked to form sentences by choosing one element belonging to each rectangle and the verb *sit*. They are also provided with an example, along with its translation into French.

5.5.11. Session 6

This last session is called "Going on a trip with disabled people!"

5.5.11.1. Achievement indicators

The achievement indicators designed for this lesson are the following:

- 1.1 The student understands the meaning of the terms, structures and expressions seen in class to include them in their blog-like poster.
- 2.1 The student explains the blog-like poster which they previously created with one or two classmates.
- 2.3 The student, together with one or two classmates, elaborates a blog-like poster on how to travel with disabled people by using digital tools and addressing the different situations, vocabulary, structures and relative pronouns seen in class.

5.5.11.2. The Moroccan students' achievement indicators

As for the Moroccan students, these are the achievement indicators used for them in this session:

- 1.1 The student understands the meaning of at least half of the words and sentences connected to the contexts one can be in when abroad.
- 2.1 The student pronounces the English sentences and words associated with the topics seen in class in a more or less fluent way.
- 2.2 The student links at least 25 out of all the words related to the different situations a person can be in when traveling to their photographs.
- 2.2 The student completes at least eleven out of all the sentences related to the topics seen in class correctly.

- 5.1 The student links at least 23 out of all the words associated to the topics addressed in class to their French equivalents.
- 6.3 The student knows the name of at least four out of the seven English and American desserts which they were introduced to in class.

5.5.11.3. Cross-curricula contents

Concerning the cross-curricula contents covered in this session, it comprises two of them: digital competence and, as in the previous sessions, the second content included in Article 10 of the Decreto 39/2022.

5.5.11.4. Activities

Now, let us describe the activities which constitute this session.

5.5.11.4.1. Activity 1

Only one activity is included in this last session. It is the one where the final task is presented. That is why the activity lasts fifty minutes, and its title is the same one as the session's, "Going on a trip with disabled people!". Here the teacher does not prepare any resources in advance, only the classroom's computer and a screen are required. The students gather in groups of three, and one pair. These were established when the task was explained to them, which was at the end of session 2. The students present the blog-like poster which they created about their advice to somebody traveling abroad with disabled people.

5.5.11.4.2. Activities for the Moroccan students

Session 6 includes five activities for the Moroccan students. They are a review of what the students have uncovered in the other five lessons. In order to do this, they are given different handouts.

5.5.11.4.2.1. Activity 1

In the first activity the sheet of paper features a rectangle with all the English nouns which they have seen in sessions 2 to 5. Below the rectangle there is a chart with two columns. The left one contains the images and photographs which were included in the previous sessions. The

right column however is blank. The students have to write the name of the English nouns in their corresponding row of the chart.

5.5.11.4.2.2. Activity 2

In the second activity the students have to complete the sentences which are provided for them with the correct words and verbs. Besides the sentences, the handout also includes a rectangle with the verbs which were discovered by these students in session 4.

5.5.11.4.2.3. Activity 3

Here the students have to complete the sentences which are provided for them with the adverbs seen in session 5. These adverbs are in a rectangle placed above the sentences. As a guide to infer which adverb belongs to each sentence, images showcasing people sitting at the theater are placed next to the sentences.

5.5.11.4.2.4. Activity 4

The handout containing the fourth activity shows two different rectangles. The first one is formed by the nouns uncovered by the Moroccan students throughout the didactic proposal. As for the second rectangle, it gathers said nouns in French. The students have to write the English nouns next to their respective French equivalent.

5.5.11.4.2.5. Activity 5

The fifth and last activity of the session consists of the Moroccan students pronouncing all the words and sentences featured in the previous activities.

6.   DISCUSSION OF THE DIDACTIC PROPOSAL'S IMPLEMENTATION[2]

The outcomes of the didactic proposal will be commented on here. To begin with, as it was explained in the description of the didactic proposal, vocabulary was introduced in session 1 through TPR. In addition to this, throughout the rest of the sessions the students discovered other words related to disabled people which were also new to them. One of these words was

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[2] Some of the comments which appear in this section regarding the didactic proposal's results are also included in the external practices' report written by the author of this Master's dissertation.

wheelchair. They appeared to be proud of themselves when they made the connection between the nouns *wheel* and *chair*, realizing that the name was logical.

The fact that they were resourceful has to be pointed out as well. They had good ideas to carry out the activities which required more creativity. These activities were, for instance, the creation of the dialogue and the writing of the email in sessions 2 and 3, respectively. In the former activity, this creativity became apparent when a third character appeared in one of the conversations. Concerning the creativity for the email, a pair of girls wrote as their context that they were contacting the hotel since they belong to an association whose goal was to promote disabled people's social inclusion.

Another activity where the students were creative as well was in the one consisting of presenting solutions for the restaurant's obstacles in session 4. Some pairs explained that they would ask the waiter for a wooden board so that the wheelchair or the blind person could access the restaurant more easily. Other pairs said that they would take, for example, the wheelchair up the restaurant's stairs. The latter solution was particularly interesting in the sense that in order to lift the wheelchair more than one parson is needed. This implies that these pairs thought on their own of an answer which involves teamwork. This is also what the students are intended to practice with these TBL activities.

Additionally, an aspect regarding the final task also has to be mentioned. Even though it had to be slightly modified due to time reasons, this had an upside, nonetheless: it allowed the teacher to watch the groups work on it in the classroom. Every member of the groups brainstormed about the writing style and the content of their task, even those students whose English level was not as good. That is, these students were willing to do the activity; they seemed fairly interested in it.

Now, two specific moments which took place during two activities in the didactic proposal will be highlighted. The first one unfolded in the first activity of session 3, i.e. the video of the hotel room. As it was previously recounted in the explanation of this activity, at the end of it the teacher asked the students whether or not they had previously thought about hotels' accessibility. They answered that though they had not, they believed that it was relevant. More importantly, one of the students commented that finding such hotels surely had to be difficult, since not all of them would be accessible. Judging by this remark, it can be said that this activity triggered a reflection, at least in some of the students, on some of the barriers which could be

encountered by disabled people in society. This is ultimately one of the aims of this Master's degree project and this didactic proposal.

The second moment which will be examined more in depth is the third activity of session 5, that is, the fragments of *Wicked* (Chu, 2024). Special focus will be given to the students' answers to the questions which the teacher had previously prepared.

When referring to questions one, two, three, and six, the students were fast to answer them. Regarding question one, "What is the father's attitude towards Nessarose? How does he treat her?", they said that he seemed overprotective.

As for question two, as it was presented in the explanation of the activity in the didactic proposal, they were asked "What about Elphaba's attitude towards her sister? What is the difference between Elphaba and the dad? Who do you think has a better attitude? Why?". The students answered that they believed that Elphaba's attitude was better. They said that the reason for it was that, through her words, it could be seen that she believed that Nessarose could be on her own.

To question three, "Why do you think Nessarose tells her father not to help her? What does she want?", they replied that it appeared that Nessarose wanted to be independent.

Question six, was "How does Elphaba react to that moment? Why does she do that?". The students' answer was that, judging words and her physical reaction, it could be interpreted that Elphaba wanted to protect Nessarose; and again, that she thought that her sister could take care of herself. Therefore, it can be said that the students answered these four questions fairly easily.

It was more difficult for them, however, to provide answers for questions four and five. They did not know what to reply to question four, "What does the lady in the second fragment call Nessarose? Why does she call her that?". One of the students said that the lady called her beautiful. Then, another student remarked that, besides *beautiful*, the lady also said *tragically*. The teacher asked that same student why they thought that the lady used that adverb. No reply was provided, until the student with Autism Spectrum Disorder said that the adverb's choice was likely related to the fact that Nessarose was in a wheelchair. That is, out everyone in the classroom, it was him who seemed to understand the question more clearly.

Let us now refer to question five, "What is Nessarose's reaction when the lady takes her to her room? How do you think she feels? What would you do if you were in her shoes?". Concerning the second part of the question, a student said that they would gently tell the lady that they do not need anybody to accompany them. This is essentially what Nessarose tries to explain to her in the scene; the audience can hear her attempting to do so. Considering that student's answer hence, it can be argued that at least some of the students were able to empathize with the female character.

Regarding the first part of question five, one student said that Nessarose appeared angry, to what the teacher further asked if they noticed anything else. This student did not have any other ideas, but another one offered that Nessarose seemed frustrated. The teacher said that, judging by her facial expression and words, that was probably how she felt. Thus, it can be established that the second student appreciated the nuance of what Nessarose was possibly feeling, which was the objective of this activity.

Lastly, there is one final aspect of this activity which needs to be addressed. To finish with the activity, the teacher inquired the students about the possible message of those two movie fragments and what they thought was the teacher's purpose in showing them that video. At first nobody said anything, until one of them said that their message probably was that people could be independent. The teacher had to specify that it was very likely that it referred specifically to disabled people being autonomous. The students muttered words of realization and understanding to this. It can be argued therefore that they fairly understood what the teacher tried to convey to them through the movie's fragments.

What is more relevant and has to be actually emphasized is the words uttered by the student with Autism Spectrum Disorder. He said that that was his reality. He explained that disabled people and people with mental illnesses tend to be asked if they need help. He said that sometimes they do require it, but they are able to navigate aspects in life by themselves as well. Judging by this comment, it can be said that this student identified with the possible feelings of the character. What is transmitted in the fragments, as he explained, resembles what he experiences in his life. Hence, it could be concluded that this activity was useful for all the students as a tool of reflection on an important matter, but especially for the one with this disorder.

From the point of view of the author of this Master's degree project, it can also be stressed that this student identifying with Nessarose could support a feature which was explained in the theoretical framework. This aspect is the claim that the male and female genders, what is associated with them, have been designed by society (Emakunde, 2018). The student with Autism Spectrum Disorder is a boy, whereas Nessarose is a girl. However, considering his remark, this did not prevent him from relating to her.

On another note, the results of the Moroccan students' activities will be briefly discussed now.

These students were only present in half of the sessions of the didactic proposal, specifically in the third one, the fourth one, and the sixth one. Out of these ones, apart from the pronunciation of the elements in session 3, the only activity which appeared more difficult for them was Session 4's first activity. They spent the entire session writing the restaurant's sentences. They were able to complete all the activities provided for them except for this one, though the student who did not have any English experience was slower.

Some of these activities were included in the last session of the didactic proposal and the Moroccan students were able to complete them. Hence, taking this into account, it can be said that at the end of the proposal these students knew how to use at least some English words and structures, both how to pronounce them and how to write them.

Lastly, there is one final feature which will be mentioned regarding the Moroccan students. They could not do the desserts' activity in session 4. This is why in the last session they queried what the desserts in the chart were called. Considering this attitude, it could be said that they found the activities engaging, at least some of them.

In conclusion, taking all this into account it can be established that, in a broad sense, the results of the implemented didactic proposal were positive.

6.1.   Aspects to be improved

Despite the results of the proposal being good overall, some aspects can be improved, both for the Spanish students and for the Moroccan students.

As for the Spanish students, there are three aspects which would be different. To begin with, they would be given time to discuss, in groups of three people, what they appreciated in the fragments of *Wicked* (Chu, 2024). Had this been the classroom management, it is possible that it would have been easier for them to interpret what was happening on screen. Perhaps one of the members of the group would have noticed something that the other two would not have observed. The first student would have shared their thoughts with their group. In other words, it would have been an opportunity to exchange ideas and perspectives, and the students would have had more time to reflect on the video.

Moreover, another activity would be added, which would resemble the one carried out with *Wicked* (Chu, 2024). In this case it would be scenes of movies where disabled people are given more prominence. They would be characters whose disability is different from Nessarose's, so that the students reflected on the similarities and differences between people with differing disabilities. Bearing this in mind perhaps the movie choices would be *Out of my mind* (Sealey, 2024) or *CODA* (Heder, 2021). They respectively feature a girl in a wheelchair, but who, as opposed to Nessarose, does not speak; and a deaf family where only the daughter can hear.

Additionally, a new activity would be included in the didactic proposal. It is based on an extracurricular activity in which the author of this Master's dissertation participated as a student at her high school. A wheelchair would be requested as a lend to the high school physiotherapist. Additionally, blindfolds and sticks, as well as headphones would be brought to class. Each of these items would be assigned to some students, so that they would transform, respectively, into a wheelchair user, blind people, and deaf people.

These students, along with the rest of their classmates, would be taken to the playground. The student in the wheelchair and those with the blindfolds and the sticks would be instructed to follow a specific direction, those who cannot see accompanied by another classmate as their guide. As for the students with the headphones, they would be asked to walk through the playground, joined by two other classmates who are taking amongst themselves. Afterwards, the students would be told to exchange the headphones, the blindfolds and the sticks, and the wheelchair. This way, everyone would have a disability at least once. During the second round it would be ensured that the student in the wheelchair was a girl. When the activity finished, the students would be asked to share how they felt, telling the girls to consider that in addition to being disabled, they are also females.

The objective of this activity would be for the students to experience what having a disability is. Later they would be prompted to reflect on it, also taking into consideration what they believe being a disabled woman implies.

From the perspective of the author of this Master's thesis, this activity, along with the ones involving the videos, provide a more visual image on disabled people's possible feelings. As a result, they are likely to have a slightly greater impact on the students than the other ones.

Concerning the Moroccan students, changes would be made in session 4. Sentences corresponding to both what tends to be said by a restaurant's waiter and a customer would be present in the handout. After writing the sentences, the students would be asked to pronounce them in turns. The result would more likely resemble a real conversation, thus probably making the activity more useful to the students.

The order of the activities in session 4 would also be altered. Activity 3 would be Activity 1, and vice versa. This decision is due to the enthusiasm shown by the students regarding the desserts introduced in the third activity, as it was mentioned above.

In short, all these suggestions have been made in the hopes of making a better and more useful didactic proposal for both groups of students.

7. CONCLUSIONS

TPR and TBL were part of the activities in the didactic proposal which was carried out at IES Zorrilla. Thanks to both of these tools, a group of 4ºESO-Spanish students discovered previously unknown vocabulary related to disabled people; more specifically, they uncovered vocabulary associated with traveling abroad with these people.

In addition, most of the activities made them face real-life contexts and situations which could occur when going on a journey with these people. The students, regardless of their English level, appeared engaged with these activities. The students resolved them, mostly through teamwork, with creativity and thoughtfulness. Some activities also made the students realize what traveling that way involves, about which they had not previously wondered. An instance of this is the challenge of finding accessible hotels.

Moreover, they reflected on four relevant and interconnected aspects regarding disabled people. The first aspect encompasses the differences in behavior, potential thoughts, and word choices employed by other people when being around and when referring to disabled people. In other words, the students pondered on what being disabled tends to imply in other people's eyes. Out of these three features, word choices seemed the most complicated for the students to analyze, with only one deducing the probable reason why a specific adverb was selected by a woman. As for the other two features, the students seemed to notice more clearly what was likely to be the case with these aspects: the overprotection of the female disabled character which can be seen in some characters considering their comments; as opposed to another character's certainty and confidence, which can be interpreted through her words, in the disabled one's abilities.

The second matter on which the students reflected was what it probably means for disabled people to be regarded in the way other people tend to do it. The students appeared to perceive what is possible for this female character's to be feeling in the movie scenes, enabling them to empathize with her, judging by their comments; even though it was only one of them who seemed to notice a detail: the female disabled character's probable frustration regarding the words and actions of another female character towards her.

The third reflection aspect for the students was the objective which is likely to be pursued by the female disabled character, taking her remarks into account: attempting to achieve her independence. The students seemed to interpret this easily.

The last feature for reflection is the message conveyed by the scenes watched. The fact that it probably involves the idea of disabled people's independence instead of people in general had to be pointed out to them. Despite this, this reflection aspect proved to be extremely relevant, as it allowed one student to share his personal experience and his identification with the feelings which are probably felt by the female disabled character.

On another note, as for the two Moroccan students in the group, they especially found some difficulty in one of the activities designed for them. In spite of this, it can be said that they uncovered some basic English knowledge in terms of pronouncing, spelling, and structures and words.

Considering all of this it can be concluded that in general this master's degree project and the didactic proposal in it fulfilled their two objectives: approaching disabled people and disabled women in school, with high school students in the English classes, and the strategies which can be followed in order to achieve this.

However, there is room for improvement and four ways for this aim to be better accomplished: fostering group reflection instead of individual reflection; offering not only one but multiple perspectives of disabled people depending on their disability in order to identify the similarities and differences between them; making students experience being disabled and disabled women firsthand; and, regarding the Moroccan students, placing those activities which seem more interesting to them first, as well as presenting them with more real-like conversational elements.

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9.   APPENDIX

Evaluation: written part of the final task

Aspects to be assessed	1	2	3	4
Language (20%)	Does not pay attention to the language a blog requires whatsoever.	Mixes formal language and informal language.	Uses informal language, though not through the whole blog-like poster entry.	Uses informal language through the blog-like poster in an impeccable way, being light or serious when necessary.
Content (40%)	Does not actually give advice on how to travel with disabled people.	Makes reference to disabled people in just one of the contexts seen in class.	Makes reference to disabled people in two of the contexts seen in class.	Makes reference to disabled people in all of the contexts seen in class.
Use of varied terminology (20%)	Repeats the same terms and expressions constantly.	Knows more terms, but is unable to use them correctly.	Uses synonyms for single terms, but repeats the same expressions.	Uses a wide range of different terms and expressions.

Organization (20%)	The blog-like poster consists of a single text organized in a long paragraph. It does not have photographs either.	The blog-like poster is divided into different parts, but the information is not organized in a coherent way. It does not have photographs either.	The blog-like poster has photographs and it is divided into different parts, but the information in each part is not organized in a coherent way.	The blog-like poster is organized into coherent parts, and it has different photographs.

Table 1. *Evaluation rubric: written part of the final task*

Evaluation: oral part of the final task

Aspects to be assessed	1	2	3	4
Use of varied terminology (20%)	Constant repetition of the same terms and expressions.	Knows more terms, but is unable to use them correctly.	Uses synonyms for single terms, but repeats the same expressions.	Uses a wide range of different terms and expressions.
Ability to communicate (30%)	Does not transmit any kind of information whatsoever.	Transmits extremely simple information.	Transmit fairly complex information, but does not know how to convey it whenever it gets more complex.	Transmits complex information without problems.
Participation and behavior (10%)	Does not know when their turn is nor what they have to say. Additionally,	Knows when their turn is, but does not know what they have to say. They	Knows when their turn is and what they have to say, but they do not look	Knows when their turn is, what they have to say, and they show interest in

	they look bored.	look lost.	interested in the topic.	the topic.
Pronunciation (20%)	Pronounces everything as if it were Spanish	Tries to pronounce the terms in the correct way, but they are only able to accomplish it with the simplest ones.	Pronounces most aspects in a good way, although they have problems with more complex terms.	Pronounces everything in the correct way.
Fluency (20%)	Is not able to form coherent sentences whatsoever.	Is only able to form simple sentences.	Forms coherent sentences but they make pauses and uses fillers excessively.	Speaks in a clear, organized, and very fluent way.

Table 2. *Evaluation rubric: oral part of the final task*

Evaluation of Session 6 for the Moroccan students

Aspects to be assessed	1	2
Links the English words seen in class to their corresponding photographs. (30%)	Links at least ten words to their photographs.	Links at least 25 words to their photographs.
Completes the sentences with the verbs and the words in English that were previously seen in class. (30%)	Completes at least five sentences correctly.	Completes at least eleven sentences correctly.
Links the English words taught in class to their French equivalents. (20%)	Links at least eight words to their French equivalents.	Links at least 23 words to their French equivalents.
Pronounces words and sentences in English. (20%)	Has trouble pronouncing the English words and sentences, making pauses and slurring her speech.	Pronounces the English sentences and words more fluently.

Table 3. *Evaluation rubric of Session 6 for the Moroccan students*