ESCUELA NORMAL No. 1 DE TOLUCA

TESIS DE INVESTIGACION

Proposals to Promote Inclusive English Classes: Avoiding Gender Stereotyping Roles

QUE PARA OBTENER EL TITULO DE
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

P R E S E N T A
CLAUDIA TERESA MIRAMON RAMIREZ

A S E S O R A
MTRA. JAYIME GEORGINA MEJIA BLANCO

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Introduction

The current educational model *Aprendizajes Clave para la Educación Integral* -ACEI- (SEP, 2017), emphasizes the relevance of fostering and promoting an Inclusive education highlighting how the current curriculum is situated within a framework that states that the education system must be structured to facilitate the existence of fairer, more inclusive and equitable societies. Where the school must be able to offer each student learning opportunities which respond to their particular needs (SEP, 2017: 95).

According to the United Nations Educational, Scientific and Cultural Organization -UNESCO- (2019) ensuring gender equality is a global priority, although considerable progress has been made, gender disparities in the educational field persist, where girls are predominantly the most disadvantaged gender. Hence, urgent attention to gender equity throughout the educational system concerning the content, access, teaching, learning outcomes, learning context and practices, and work and life opportunities is demanded.

Gender inequalities in Mexico are not only significant and revealed in different life aspects, but are also perceived as a normal phenomenon, which might cause psychological barriers in human, economic and social development (Hietanen and Pick, 2015). Through results retrieved from various polls from different resources *Guía para la incorporación de perspectiva de género* (Muñoz López et al., 2014) stated that stereotypical roles in Mexico seem to have contributed to the development of sexism in decision-making, personal freedom, use of spare time, gender gaps in education, participation in various aspects such as public, private and familiar, and the dynamics of relationships.

Education, along with other agents such as family, friends, and media play an important role in addressing issues of inequality and gender socialization processes (John et al., 2017). Therefore, several studies about gender representation and stereotypes in teaching materials have increased and developed to get to grips with the fact textbooks are one of the main

repositories of knowledge, and as consequence, they may promote and influence the students' creativity imagination, self-image, and critical thinking.

Additionally, it has been observed how woman's representation role in English as a Foreign Language (EFL) exercises and activities as a housekeeper or caregiver within textbooks and didactic resources throughout characters who seemed to be predominantly portrayed as passive and introverted in terms of personality traits, meanwhile, the man's role is usually represented as a wage worker with a higher presence in professional and essential roles in the society such as engineer, chemical, physicist, mechanic, among others. One example of this is reflected when the educator gives to the students the class about likes and dislikes where most of the time the activities given to the female characters are related to baking, cooking, and doing the groceries, among other passive activities as well as with the use of colors where pink is related to the girls' likes and blue with the boys' likes. Furthermore, it could be remarked that the representation of both sexes in EFL materials tends to not be balanced, as male characters seem to be significantly more represented than female characters in the illustrations.

Hence, textbooks can be one of the great influences in contributing to cultural prejudices and gender bias (Dominguez, 2003) since exposure to textbooks and other teaching and learning materials might serve as a powerful medium for reinforcing students' dominant patterns of gender relations and gendered behaviors that can perpetuate in long term regarding their adult life (Leach, 2003).

Sunderland (1992) states that gender representation in coursebooks may affect language students and language users in three ways: 1) unconscious influence of restricted social, 2) behavioral, and 3) linguistic female roles, hampering female students' learning as they become demotivated if noticing these restricted portrayals and, promotion of models of language that can become classroom practice such as male firstness in conversations.

Therefore, it is crucial to produce and maintain gender-balanced EFL textbooks as well as any other didactic resources for all ages, especially among young learners who are still rapidly developing their understanding of the world including gender roles.

Additionally, as maintained by the Ministry of Public Education (2017) inclusive education is based on three principles:

a) Exclusion is not a problem of the pupils but of the schools; consequently, it is the school that must adapt to the students and their diverse needs.

b) Students should be cared for in inclusive settings so that they participate and interact on an equal footing with the rest of the school population. By promoting this form of coexistence, based on an appreciation of diversity, students and the whole school community are offered opportunities to learn to relate to each other with respect for difference and to value everyone equally.

c) Differences in learners' abilities should not represent a barrier, but a source of learning, since Barriers to Learning and Participation (BLP) do not refer to inherent learner characteristics, but rather to organizational, policy, administrative, pedagogical, physical, and attitudinal conditions (SEP, 2017).

Therefore, this study aimed to make English classes more inclusive and reduce First-grade secondary school students' gender bias through the **critical adaptation and implementation of EFL didactic resources and activities that do not reinforce gender stereotypes**. For this purpose, the following research questions are addressed:

- Are male and female characters equally represented in the visuals of the selected textbooks?
- How are male and female roles depicted in terms of occupations and content in the textbooks and didactic resources that I use as an EFL teacher?

- Does my English Language Teaching (ELT) promote gender stereotypes?
- How critical adaptation of my EFL didactic resources and activities could make English classes inclusive and contribute to sensitizing and combating gender stereotypes in students' minds?

Finally, it is also worth noticing that within the document several contents will be developed and analyzed, such as the identification and problematization of the issue to be addressed, as well as the explanation and importance of certain key terms that are related to and nurture the development and understanding of the document (literature review). Likewise, it will be found the description regarding the type of methodology and research that was decided as the most suitable for the paper's development. On the other hand, it will be possible to read about the description and analysis of the intervention cycles that were applied throughout the research as well as the evidence and results that were found.

Chapter 1

1. Identifying the Problem

According to UNESCO (2019) ensuring gender equality is a global priority, although considerable progress has been made gender disparities in the educational sphere persist in many settings, where girls are predominantly the most disadvantaged gender. Moreover, UNESCO (ídem) demands urgent attention to gender equity throughout the educational system in relation to content, access, teaching, learning outcomes, learning context and practices, and work and life opportunities.

Therefore, the topic of Gender roles and stereotypes in EFL materials with emphasis on textbooks provided by the Ministry of Public Education (SEP by its acronym in Spanish) and didactic resources used by the educators in México was chosen as a research topic due to the fact that it has been observed in different Secondary schools and even at Escuelas Normales how didactic resources including textbooks, illustrations, pictures, text, or audios promote directly or indirectly gender roles that may indirectly reinforce gender bias in the student.

For instance, it is generally observed the woman's representation role in English exercises and activities as a housekeeper or caregiver within textbooks throughout characters who seemed to be predominantly portrayed as passive and introverted in terms of personality traits, meanwhile, the man's role is usually represented as a wage worker with a higher presence in professional and essential roles in the society such as engineer, chemical, physicist, mechanic, among others, see Figure 1.

Figure 1

Samples of woman's representation role in English exercises and activities within textbooks.

Note: The above pictures are clearly examples of the underrepresentation of women in EFL textbooks in Mexico, where, if women are present, they are usually portrayed in passive and domestic roles, such as mothers, caregivers, daughters, etc.

Furthermore, it could be remarked that the representation of both sexes in EFL didactic resources tends to not be balanced, as male characters seem to be significantly more represented than female characters in the illustrations. As proof of this Sayedayn, (2019) remarks about the existence of some studies on the hidden curriculum in ELT and teaching materials that have revealed inequalities in sociocultural content, gender representation, and even racial and gender stereotypes.

According to Domínguez (2003) textbooks might have a significant influence on the emergence of gender bias and cultural prejudice, thus the exposure and use of materials plagued by such biases and socially constructed stereotypes based on the premise of a gender-appropriate behavior might result in a possible non-commitment regarding the established within the curricula of the SEP since according to ACEI (SEP, 2017), the fundamental purpose of the educational reform is to ensure that public elementary and secondary education is not only secular and free, but also of quality, egalitarian, and inclusive. This means that regardless of their socioeconomic status, ethnic origin, or gender, the state must guarantee that all children and adolescents receive an education that empowers them with lifelong learning and knowledge. Consequently, Leach (2013) states how exposure to textbooks and other educational resources may be a vital and powerful tool for incentivizing individuals to adopt certain gendered behaviors and dominant gender relations that can perpetuate into adulthood.

Moreover, several studies revealed that gender-stereotyped roles in EFL textbooks and didactic resources may perpetuate inequality and promote certain behaviors and issues such as sexism, discrimination, and the fostering of ideas inside female students' minds concerning what their adult life ambitions "should be" in the long term.

According to Amini and Birjandi (2012), female students' conceptions of social, behavioral, and linguistic responsibilities may be severely impacted by gender-biased textbooks and didactic resources. Similarly, Hamilton et al; (2006) mention how children's professional aspirations and personal growth may be impacted by gender stereotypes in media portrayals. Hence, the relevance of the topic to be researched and developed in this paper can be argued regarding their relevance within the current curricular approach to basic education in Mexico.

Although the Mexican educational system has essentially achieved gender parity in access to school at all levels, there are still discrepancies in accomplishment levels in some subjects. Equity and inclusion are the

promotion of efforts aimed at equality between men and women. Thus, gender norms have an impact on girls' development at all levels beginning at an early age where gender stereotypes have an impact on the study paths and career choices of girls. Moreover, there are social and personal repercussions to women's relative underrepresentation in STEM fields (Science, Technology, Engineering, and Mathematics).

Therefore, it is crucial to address the promotion of women in STEM through focused interventions like mentoring and continuous teacher training to improve the inclusiveness of classroom dynamics (SEP, 2017). In light of this, it is essential to create and maintain gender-balanced EFL didactic resources for all ages, particularly for young students who are still rapidly forming their understanding of the world, including gender roles.

For instance, Muñoz López et. Al; (2014) revealed through the findings of numerous surveys from various resources of the *Guía para la incorporación de perspectiva de género* (Guide for the incorporation of gender perspectives) that stereotyped roles in Mexico appear to have contributed to sexism in decision-making, personal freedom, use of free time, participation in different aspects such as social, personal, academic, familial, and interpersonal dynamics.

Based on the aforementioned information, it is possible to conclude how gender-stereotypical roles showed in the didactic resources might possibly perpetuate inequality and promote specific negative behaviors and issues within the society, namely gender inequalities, gender gaps, a sexist language – which Schneider (1989) defines as the language that suggests an unjustifiable sexual bias towards a group or an individual, often women but occasionally males, and is essentially discriminatory -, gender-based violence, that is understood as "encompassing of any harmful behavior perpetrated against an individual's will, which is excused by socially constructed inequalities between males and females concerning their gender, sexual harassment in different areas, the promotion of the patriarchal system, sexism,

and the promotion of ideas inside female minds about which their adult life ambitions should be long-term" (UNICEF, 2017: 2)

Accordingly, it is possible to state that all these issues are mostly interrelated and conditioned by the gender, sex roles and stereotypes, which have been generated and promoted by society. Hence, the importance and necessity of raising awareness among teachers who might have a great influence in their students to remove societal barriers that stand in the way of achieving a more inclusive and egalitarian society and education can thus be seen.

Additionally, it is important to outline how the *Estrategia de equidad e inclusión en la educación básica* states within their main inclusive education principles, that students must be educated in environments that promote a coexistence based on the appreciation of diversity and offer students and school community opportunities for learning about how to relate to each other through respect for differences and valuing everyone as equals. Thus, allowing the eradication of discriminatory practices such as stereotypes, prejudices, segregation, or exclusion, to contribute to the formation of solidarity and respectful citizens (SEPa, 2018).

Moreover, the distinction between equity and equality must be emphasized since there is a significant difference between both terms that are frequently not highlighted and tends to be confused as if both mean the same thing, but according to Paul, J. (2019: 216) equity is "the trait of treating people fairly based on their needs and requirements, whereas equality is essentially treating each individual in the same manner regardless of needs and requirements".

Besides, it is commonly perceived and recognized that educators may be unmindful and insensitive to this issue and, therefore, tend not to be critical or conduct further analysis of stereotypical EFL didactic resources used within the classroom. Indeed, it would be beneficial to emphasize the importance of the use of neutral language in the classroom as well as its possible impact on students' perceptions. Hence, John et al; (2017) highlight education is a critical

tool for tackling issues of inequality and gender socialization processes, along with other agents including family, friends, and the media.

Additionally, Mizra (2004) reaffirms that textbooks can be a crucial tool for fostering social change and education. Therefore, as educators are one of the fundamental pillars of the field of education, they must increase their awareness of and, more importantly, their capacity for critical analysis of the didactic resources and the learning activities used in the classroom to help advance the objective of supporting an equitable education that empowers our students, especially female students, and combat gender role stereotypes that have become normative in society.

Addressing issues of inequality and gender socialization processes requires the involvement of education, as well as other agents and factors including family, friends, and the media, although it is relevant to consider that the school is the second place where students invest most of their time since early ages. Therefore, considering that several authors state that gender roles and stereotypes are created and inculcated from an early age by society and external agents, educators and the education system can be seen as having a vital role to play in the eradication of gender stereotypes, and should consequently be committed to pursuing and implementing strategies to overcome these stereotypes, as well as fostering gender equality through all possible methods means. In fact, Brodin (2017) remarked how teachers are expected to create environments free of gender bias that are gender equal in the compulsory school curriculum.

Educating and raising awareness of gender mainstreaming, (EIGE 2019a) is a strategy for gender equality designed by the European Institute for Gender Equality (EIGE), which is based on the involvement and integration of a gender perspective in the elaboration, design, implementation, monitoring, and evaluation of policies and normative frameworks, to promote equity between women and men as well as to combat discrimination - will help to minimize the diverse sorts of discrimination and inequality resulting from gender imbalance, and thus lead to a more inclusive and equitable society.

Finally, it is essential to mention that some researchers argue that management and gender bias identification are especially crucial in the EFL (English as a Foreign Language) classroom.

Along with this, it has been found that studies of gender and language stereotypes and roles in Mexico on English didactic resources used in the classroom tend to be scarce, especially within the context of EFL in secondary schools, which might result in low awareness of gender issues among school and socialization agents and among curriculum developers, materials writers, and editorials. Consequently, the thesis was selected as the degree modality since, according to SEP (2018b), the research thesis is the most suitable option for the generation of new lines of exploration about educational phenomenon, pedagogy, or didactics.

For this reason, the current research will attempt to analyze and identify the gender representation and stereotypes within EFL didactic resources used in English syllabuses in Mexican public secondary schools, particularly in the first grade, where the textbook constitutes one of the main resources to promote learnings. Subsequently, new proposals will be implemented in terms of adapting activities and exercises proposed by the textbook as well as teaching practices, so that students can be sensitized with respect to the issue and transform the English class into a more inclusive learning environment free of gender roles that contribute to pursuing an equity and inclusive education.

1.1. Question of Research

Education is a crucial factor when it comes to breaking and combating gender stereotypes that impede the attainment of inclusive and equity-based education, thus the research question emerges:

How can I critically transform my EFL teaching through the adaptation of didactic resources and activities that contribute to sensitize and combat gender stereotypes from students' minds?

1.2. Objectives

The main objectives are to:

- Examine the first-grade textbook provided by the SEP from a gender perspective.

- Uncover gender stereotypes in the didactic resources traditionally used to teach EFL in first grade of secondary school.

- Adapt and implement new proposals for EFL didactic resources and activities to avoid reinforcing gender bias in terms of visuals, language, and content.

- Suggest ways or strategies of making the English lessons gender inclusive.

- Sensitize students about the importance of combating stereotypical gender roles to achieve gender equity.

1.3. Action Hypothesis

According to what has been exposed and with the intention of attending the problem an Action Hypothesis is set:

The critical transformation of my EFL teaching through the adaptation of didactic resources and activities may contribute to sensitize and combat gender stereotypes from student's minds.

1.4 Purpose of the Action Research

To critically transform my teaching through the adaptation of didactic resources and activities to contribute to sensitize and combat gender stereotypes from first grade student's minds.

1.5 First Diagnostic Report

1.5.1 Community Context

The Junior Secondary School No. 0005 "Camerino Lara Castillo" is in Toluca, State of México. This school belongs to the public sector which means the government financially supports it, however, it is a fact that the student's parents support the school through all the donated resources, supplies, and materials.

The school is in a central and urban area. Commerce could be undoubtedly one of the main economic activities in the zone, mainly since nearby the school we can find the "Mercado Morelos", as well as many other businesses dedicated to the sale and exchange of products and services such as restaurants, bars, cafeterias, bookstores, clothing shops, stationeries, gyms, malls, etc. Moreover, it is important to highlight the several language schools close to the school area such as the Anglo, Linguatec, and CRELE (which is located within the buildings of the Escuela Normal Superior del Estado de México), among others.

Regarding the accessibility to reaching the school, it has been observed how the streets are usually busy from morning to afternoon with cars and public transport such as taxis and buses, causing traffic on several occasions due to the crowded area, therefore, there are no major problems related to public transport absence or remoteness of the area.

1.5.2 School Context

The school counts with two shifts, morning and afternoon, and a total enrolment of 872 students from which 435 are male and 437 females (data retrieved from the institution's general data document provided by the school's assistant principal). In the same way, the distribution of the school enrolment is divided into seven groups per grade, with a total of 18 groups per shift. Importantly, the number of children per group is mostly equal in terms of the distribution between males and females per group (information retrieved during the intensive CTE phase).

It is important to note the fact that the educational institution is annexed to the Escuela Normal Superior del Estado de México, therefore the facilities' space and organization in terms of events tend to be seen in a transversal manner on several occasions. In terms of physical space at the infrastructure level, the institution mostly shares the school grounds, toilets, and cafeteria not only with the college level but also with a different educational level, which is the high school level. Thus, there are three educational levels that converge in the same space, each within their respective designated spaces (buildings).

Due to the previously mentioned, it is evident that several spaces are shared among the three coexisting educational levels, such as the two esplanades, an auditorium, two cafeterias, and the main auditorium that is used for important events such as parents' meetings, ceremonies for civic events, or any other type of event organized by the Normal School such as congresses or conferences, etc.

As for infrastructure, the Secondary School has two buildings for providing classes, the first one, is the main one since it integrates most groups while the second one, is smaller and only the first floor is used for secondary classes since the upper floor and its classrooms are used by some undergraduate groups of the Normal Superior. There are a total of 21 classrooms for teaching classes, each with a small reading area (Rincon de Lectura), but not all of them have a projector for classes because of the lack of necessary connections and absence of maintenance.

Besides, the institution has ramps for people with disabilities which makes it more inclusive and accessible to all students, likewise, it is possible to recognize the awareness and visibility of Mexican Sign Language through a mural inside the institution; however, it could be suggest that its implementation needs to go further through its use in signage posters in the bathrooms, classrooms, cubicles.

Furthermore it can be appreciated that the majority of interactions between teachers and students are based on respect for each other, however, there is necessary further research regarding the side of trust and closeness that students provide and share with others, this might depend on the educator, since during the teaching observation practice it was identified some situations in which the learners tend to be rigorous and selective when deciding in whom to trust certain problems or personal issues

1.5.3 Participants

The research for the degree document will be focused on the assemblage of 1st-grade group E, belonging to the morning shift. The students' age ranged between 11 and 12 years old, with a total of 44 students consisting of 22 female students and 22 males.

Moreover, according with Alle, B. et al. (2019) the development stage where they are at is known as early adolescence (between 10 and 13 years of age) and it consists of a process marked by various physical, mental, emotional, and social changes. Due to hormonal changes, mostly in boys, pubic and facial hair begins to appear, and their voice becomes deeper. For girls, pubic hair will appear, breasts will grow and menstruation will begin. So, these changes and how they are perceived by others may be factors of concern for them.

In addition, some children tend to begin to question their gender identity at this stage, so the onset of puberty can be a difficult time for transgender children. Among other very characteristic aspects of this stage is that young people begin to focus their thinking on themselves with extremist ideas and feel the need for more privacy.

Besides the English level of the group was obtained by means of a diagnosis which categorizes the students into three different proficiency levels of English: A1, A2, and B1, according to the Common European Framework of Reference (CEFR). The students answered 36 questions on a Google form in the classroom with the help of their smart devices. Consequently, the overall English level obtained by the group was A1, however, there are four cases of pupils who reached the A2 level and only one case of a learner who reached the B1 level. It is eminently relevant to emphasize that there are two students who attend English classes externally to the Secondary School during the after-school hours and on weekends.

Regarding students' interests, the information was collected through an activity titled "All About Me". Thus, the analysis of the activity revealed that during their spare time, students generally engage in various activities such as playing video games, listening to music, reading, dancing, drawing, playing sports (primarily basketball and football), and surfing on social media platforms, namely, YouTube, Tiktok and Twitch, among others. As for musical interests, the predominant genres listened to in the group are English Pop, Reggaeton, and alternative rock.

Concerning learning barriers within the classroom there is one specific situation of a student who was observed and identified as having certain behaviors that may correspond to a possible type of Attention Deficit and Hyperactivity Disorders (ADHD) or behavioral disorder, therefore, the status was reported to the *Unidad de Servicios de Apoyo a la Educación Regular* (USAER) to be diagnosed and channeled in case of needing any kind of additional support.

Indeed, one of the major probable weaknesses presented by the study group inside the classroom is their negative attitude when it comes to do collaborative work this was possible to identify since there have been observed attitudes of nervousness and negativity on several occasions. Despite this, the major students' strengths seemed to be competent knowledge with respect to technology use, and great creativity in the performance of English activities and tasks as well as being actively participative in class.

1.5.4 Diagnostic Instrument Objectives

- Recognize and identify the students' perceptions and thinking regarding gender stereotypes.
- Identify disruptive behavior towards gender representation.
- Identify predominantly gender-stereotyping among first-grade secondary students.
- Uncover the desired problem to research.

To summarize the main objective behind this first diagnostic applied to the research topic was to uncover the presence of gender stereotyping in first-grade students' thinking.

1.5.5 Data Collection Instruments: Methodology

To examine gender stereotyping and representation in EFT textbooks provided by the Ministry of Public Education (SEP) in Mexico, quantitative and qualitative approaches were employed. First, a quantitative analysis was conducted with the results of a questionnaire (Likert scale) applied to the research topic. Secondly, a qualitative analysis regarding gender -stereotyping presented in students' minds through the analysis of their answers and supported by the teacher's diary.

The instrument was composed of 22 items on statements associated with certain common gender stereotyped thoughts, highlighting that the guidelines for the items were based on the "La Encuesta de estereotipos de género en la gestión institucional interna" designed by the Ministerio de la Mujer y Poblaciones Vulnerables (MIMP); however, modifications were made, statements were rewritten, and new items proposed by the author of this work were implemented and added.

Hence, students responded to certain items by means of a rating scale known as Likert, which is used to question a person about his or her level of agreement or disagreement with a statement, making it particularly ideal for measuring a person's reactions, attitudes, and behaviors. Moreover, this instrument includes some multiple-choice questions and two open-ended questions for further analysis. Thus, some of the key findings identified in the instrument were the following (see full questionnaire attached as Annex A):

Figure 2

Ítem 3: Los comportamientos discretos, prudentes y recatados son más valorados para las mujeres.

Note: The graphic demonstrates how the item's approach generates a certain disparity among the students' thinking as it is linked to a belief that has been socially imposed by previous generations regarding "how a woman should behave".

Concerning this statement, one can appreciate a diverse segmentation in terms of the degree of agreement and disagreement presented by the students, starting with the lowest, only 2 students expressed complete agreement with the statement, followed by a tie of 22% between the responses of "completely disagree" and "disagree", followed by 24.4% of students who maintain a neutral position. This can even be interpreted or seen as related to this part of femininity that every woman is expected to have about the way she acts and behaves in front of others, being a possible indicator of an ingrained gender stereotype.

Figure 3

Ítem 10: Los hombres son los responsables de mantener económicamente a sus familias.
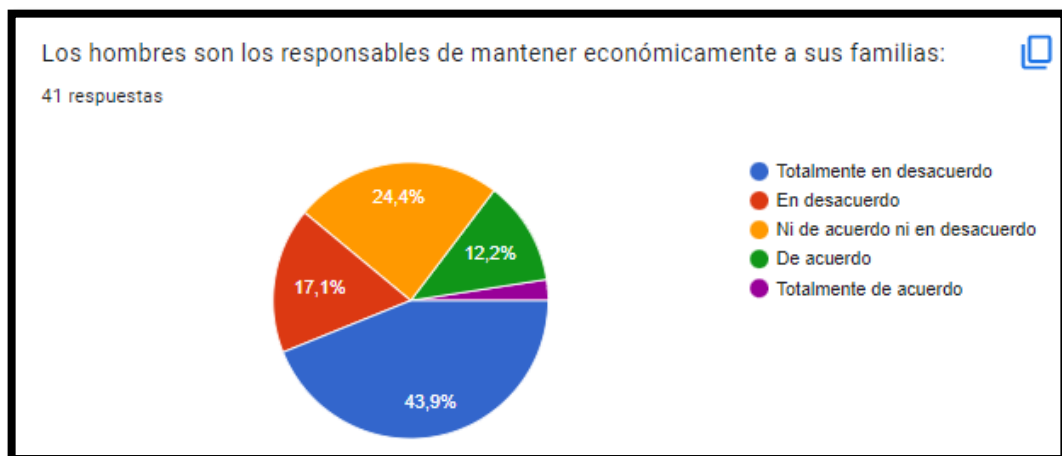
Note: The figure illustrates the persistence of a gender bias in thinking about the role of the male as the primary and only financial provider in the household. This goes to possible demonstrate how traditional gender and sex roles are prevalent.

Regarding this statement, 2.4% (1 student) completely agreed that the man should be the main responsible and financial provider of the family, followed by 12.2% who agree, then there is 17.1% which represents students who do not agree, followed by 24.4% of students who maintain a neutral position, and finally reaching the highest percentage which in this case was

43.9% of students who expressed their complete disagreement with this statement.

These data reflect in the first place that there is an awareness that men are not the only ones who can contribute financially to the household, nor are they the only ones on whom the family should depend, a gender stereotype that sees men as the ones who must provide. However, although the vast majority of students disagree, there is a considerable percentage of students who continue to think that it is the man who should contribute and who should provide for the household, which in the long run can have consequences such as economic dependence, machismo, and even domestic violence.

Figure 4

Ítem 11: Las Mujeres deben preocuparse de la casa y del cuidado de sus hijos.
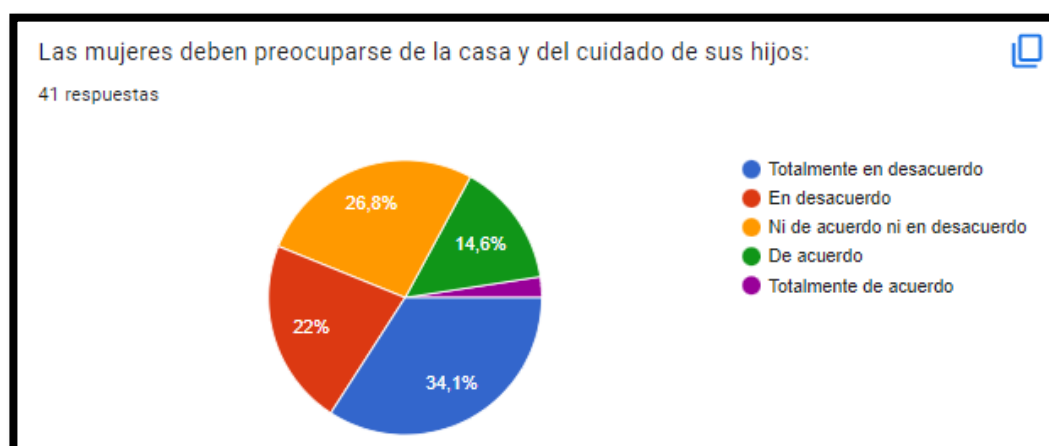
Note: The figure above is a good example of a role that has been attributed to women simply because of their gender and sex, in which they should be the main responsible for domestic chores and childcare as their main priority and "obligation" to attend.

This statement is one of the main stereotypes and gender roles that have persisted from generation to generation, since, as outlined by the Secretaría de Relaciones Exteriores (2016), although the incorporation of women into the labor market is currently resulting in the emergence of new family organizational forms, where both partners contribute in the procurement of resources for the household, the persistence of attitudes and roles inherited from the traditional family over the new family structures results in many

women suffering from the phenomenon known as "doble jornada" (double workday).

This situation refers to the reality that it is the woman the one who has to assume the responsibility for her labor activity and, on top of that, is mainly in charge of the domestic and family tasks, where the traditional gender stereotypes are manifested in the activities that each one performs, with women being mainly entrusted with those activities that are more routine and require more daily dedication, while the man's role in domestic tasks is secondary, supporting his partner, but far from effective family co-responsibility, resulting in the traditional situation where the woman continues to be the main responsible for the tasks traditionally more linked to the care of the home, such as cleaning, taking care of clothes or preparing meals, while the man's role in these tasks is secondary, at least in the time invested in their performance. And it is this characteristic about the use of household time which highlights an asymmetry in the time commitment of men and women (para. 1-3).

As for the percentages, we have the case again of 2.4% (1 student) who completely agree, followed by 14.6% who agree, then we have 22% representing students who do not agree, followed by 26.8% of students who maintain a neutral position. However, it could be valuable to go deeper into the "neutral" position, since it is possible that behind this percentage there are students who may also be in favor of women being in charge of certain activities, however, they select a neutral and non-honest position because of the fear of being disqualified, exhibited and judged by others.

Finally, 34.1% of students who expressed being totally against what was stated, this being the highest percentage. However, the percentages agreeing with the previous approach should not be omitted or minimized. In summary, it can be considered that all students who do not disagree with the statement keep a degree of gender stereotyping point of view of women's role in the society.

Not questioning the validity of this statement may give students the idea that this is something exclusively given by nature to women.

Figure 5

Ítem 16: ¿Quiénes tienen más habilidades para limpiar y realizar aseo doméstico?

Note: Although the majority of the study group agrees that both genders have the same skills to perform activities related to domestic cleaning, it is possible to observe how there is still a small percentage that considers women the most suitable for this activity, representing not only an area to work on but also reaffirming once again the presence of roles and stereotypes internalized in the subconscious of the students.

Within the multiple-choice questions, the present question was asked and obtained a high percentage that both sexes are capable of doing housework and cleaning with 87.8%. However, it is noteworthy that 12.2% of students considered that women specifically are the ones who are more skilled at housework, which is a huge gender stereotype and several studies (Instituto Nacional de Mujeres 2007, INEGI 2019, Hietanen A-E., and Pick. S. 2015, UNICEF 2017) have demonstrated how this thinking can be linked to macho and/or sexist thoughts that because they are men, they should not do "women's things". Additionally, it should also be emphasized that within this percentage, which represents the response of 5 students, 4 of them are men and 1 is a woman, that may represent a potential risk factor since it is likely that in the future, as parents, they may reproduce this thinking among their children and people around them, perpetuating gender roles.

Figure 6

Ítem 17: ¿Quiénes tienen más habilidades para cuidar hijos/as?

¿Quiénes tienen más habilidades para cuidar hijos/as?

41 respuestas

- Hombres
- Mujeres
- Ambos

73,2%

26,8%

Note: The results support the issue addressed in the paper regarding the gender stereotypes present in the students' minds due to the higher percentage in favor of women as those who have greater skills for the care and upbringing of children, whereas not only men chose this option but also women, resulting in a warning call and lack of awareness regarding the matter and how this thinking may affect both sexes in the future.

This approach is once again closely linked to the previous one, as there is a social conception that women, by the simple fact of being women, have the absolute responsibility and vocation to take care of children, while the father is basically the provider. However, in this question, the highest percentage of students (73.2%) argue that both sexes have the skills to take care of children, nevertheless, there is a 26.8% who consider that it is specifically women who have better skills in this aspect, of which 10 of the respondents who selected this option are men and 3 are women.

Figure 7

Ítem 20: ¿Quiénes tienen más habilidades para manejar?

¿Quiénes tienen más habilidades para manejar?

41 respuestas

- Hombres
- Mujeres
- Ambos

70,7%

26,8%

Note: From the results obtained, it can be appreciated again the increase of interest and response from male students with respect to activities socially associated with "men's things" such as driving, automobiles, etc. Where, if the students have to choose between men and women with respect to who possesses greater driving skills, the answer of men is the second most voted and women the most unpopular.

Concerning this statement, 2.1% stated that women have better driving skills, followed by 26.8% who mentioned that men have better driving skills and finally the highest percentage represented by 76.7% of the students maintained a neutral position for this statement. It is worth noting that this question was formulated based on the false belief that women drive worse than men, to the point that "driving like a woman" tends to be used as a joke among men.

1.5.6 Findings and Analysis

The findings of this diagnostic revolve around the two aspects related to the research questions in the study: gender stereotypes and sex roles. As can be seen in the diagnostic responses, not all students demonstrate such strong gender roles and stereotypes in their thinking, but there is still a percentage of students who present a gender bias accompanied by stereotypes.

It is important to note that throughout several questions, it was identified the case of 1-2 students who distinguished themselves from the others in terms of completely agreeing with certain statements that represented very

pronounced gender stereotypes, such as that men are better at mathematics than girls, the father as the provider of the family, etc.

However, it seems to me that it is necessary to investigate this issue in more depth by developing another diagnostic tool based on better-defined categories of analysis, this instrument should have the judgment of specialists so that it can be more accurate and truly help to support the topic to be investigated in a more detailed way. On the other hand, based on these results, a proposal could be made regarding work with focal groups that would allow to show or demonstrate in a better way if the strategies and proposals proposed to make English classes more inclusive, avoiding gender-stereotypical roles, could really function and have an impact in my classroom.

1.6 Second Diagnostic Report Focus on the Research Topic

This second diagnostic was conducted with the purpose of collecting more detailed information and to provide greater support regarding the students' perspectives and thoughts on the research topic; it is worth stressing that an attempt was made to optimize time through the use of 9 items so that the participants would not feel overwhelmed when answering the instrument and could be more sincere in their responses. Likewise, it was stated to the students that it was valid to answer with a "No" if they did not know the answer to any of the statements.

In the same way, it was decided to apply the instrument in two first grade groups A and E for a more complete collection of information. However, it is important to mention that out of the 44 students per group, only 32 responses were obtained in 1st grade A, while in 1st grade E only 24 responses were obtained.

Elementary statistical processing was applied to the questionnaires, calculating response frequencies and the percentages they represent. The open-ended questions were read to reduce them to the categories shown in the following figures and to calculate the frequencies.

Understanding that the intention of this questionnaire is to be exploratory in nature of the phenomena highlighted in this research, data is

presented grouped in the fundamental categories of analysis of each item and a brief analysis of the most relevant ideas suggested by them is shown.

Table 1

Gender and sex roles stereotypes: First grade A

Sex to which you belong	Frequency	Percentage
Woman	19	59%
Man	13	41%
Do you know what a gender stereotype is?	**Frequency**	**Percentage**
Yes	28	88%
No	4	13%
Do you know what sex roles refer to?	**Frequency**	**Percentage**
Yes	26	81%
No	6	19%
Mention an example of a gender stereotype	**Frequency**	**Percentage**
Woman's representation as a housekeeper or caregiver or portrayed as passive and introverted, while Man's representation as a wage worker with a higher presence in professional and essential roles in the society.	25	78%
No	7	22%
What do you want to be when you grow up?	**Frequency**	**Percentage**
Healthcare sector: practitioners and specialists	11	35%
Education	4	13%
Engineering and architecture	8	25%
Laws	3	9%

	Frequency	Percentage
Economists	1	3%
Gastronomy	3	9%
Sports	1	3%
I don't know	1	3%
Do you want to have children?	**Frequency**	**Percentage**
Yes	19	59%
No	13	41%
Do you consider that having children as a woman presents an obstacle to your academic and professional development?	**Frequency**	**Percentage**
Strongly agree	2	6%
Agree	6	19%
Neither agree nor disagree	13	41%
Disagree	9	28%
Strongly disagree	2	6%
Your school is inclusive and free of gender roles and stereotypes:	**Frequency**	**Percentage**
Strongly agree	8	25%
Agree	14	44%
Neither agree nor disagree	8	25%
Disagree	2	6%
Strongly disagree	0	-
Have you heard comments from teachers that promote or reinforce gender roles and stereotypes? For example: Only men can play soccer, only women can have long hair, etc.	**Frequency**	**Percentage**
Yes	9	28%
No	23	72%

Note: The table above shows a brief summary of the responses obtained in the second diagnostic applied from the First Grade Group A, as well as the development

of descriptive categories that allow a better categorization and accounting of the information obtained for subsequent analysis.

1.6.1 Analysis

As can be seen, most of the participants who answered the online questionnaire are women. Likewise, the percentages tend to indicate that 88% of the participants are aware of what gender stereotypes refer to; however, a contradiction can be detected with respect to this data due to the fact that within the instrument, the students were asked to write an example of a gender stereotype, with the purpose of reinforcing and reaffirming the answer previously given, and it is in this way that only 78% were able to provide an example related to gender stereotypes, in which women were mostly represented as those who are only responsible for taking care of the children, household chores or in more submissive roles, while men are portrayed in roles with a higher professional position and as family providers.

Regarding students' expectations for the future, the percentages obtained are divided into different areas; however, the great majority of these coincide with the desire to conclude a career, while only one participant has not decided yet on what he/she wishes to study.

Similarly, 41% of participants neither agree nor disagree that having a child as a woman would present an obstacle to their academic and professional development, and it may be deduced that these participants are at a middle point; however, 19% affirm that a child can indeed represent a barrier to learning and continuity of study, which has been previously mentioned in this document as an example of barriers that women in particular present.

As for inclusiveness in their institution, the majority agree that their school promotes inclusive practices, but there is a minority that disagrees with this or rather considers that it could be improved. In addition, 9% of participants have even heard comments from the teaching staff that reinforce and promote gender stereotypes constructed by society that normally tend to continue to be transmitted from generation to generation. Thus, although it is a low

percentage, it should be addressed so that this situation, far from increasing, may be reduced to the lowest.

Table 2

Gender and sex roles stereotypes: First grade E

Sex to which you belong	Frequency	Percentage
Woman	13	54%
Man	11	46%
Do you know what a gender stereotype is?	**Frequency**	**Percentage**
Yes	18	75%
No	6	25%
Do you know what sex roles refer to?	**Frequency**	**Percentage**
Yes	16	67%
No	8	33%
Mention an example of a gender stereotype	**Frequency**	**Percentage**
Woman's representation as a housekeeper or caregiver or portrayed as passive and introverted, while Man's representation as a wage worker with a higher presence in professional and essential roles in the society.	16	67%
No	8	33%
What do you want to be when you grow up?	**Frequency**	**Percentage**
Healthcare sector: practitioners and specialists	6	25%
Arts and design	5	20%
Engineering and architecture	4	17%
Laws	3	13%
Gastronomy	1	4%

	Frequency	Percentage
Physics and astrology	3	13%
I don't know	2	8%
Do you want to have children?	**Frequency**	**Percentage**
Yes	17	71%
No	7	29%
Do you consider that having children as a woman presents an obstacle to your academic and professional development?	**Frequency**	**Percentage**
Strongly agree	2	8%
Agree	5	21%
Neither agree nor disagree	12	50%
Disagree	2	8%
Strongly disagree	3	13%
Your school is inclusive and free of gender roles and stereotypes:	**Frequency**	**Percentage**
Strongly agree	6	25%
Agree	11	46%
Neither agree nor disagree	6	25%
Disagree	1	4%
Strongly disagree	0	_
Have you heard comments from teachers that promote or reinforce gender roles and stereotypes? For example: Only men can play soccer, only women can have long hair, etc.	**Frequency**	**Percentage**
Yes	6	25%
No	18	75%

Note: The table above shows a brief summary of the responses obtained in the second diagnostic applied from the First Grade Group E, as well as the development of descriptive categories that allow a better categorization and accounting of the information obtained for subsequent analysis.

Similarly, it can be appreciated that the majority of participants who answered the online questionnaire are women. The phenomenon of contradiction is also present again with respect to the discordance among the students who claimed to know what a gender stereotype refers to, but not all of them were able to provide an instance of it.

Once again, those who were able to provide an example related to gender stereotypes showed that the woman was represented as the one in charge of childcare, domestic chores or in submissive roles, whereas the man had more professional roles and responsibility for providing for the family.

One of the main differences between groups A and E is reflected in the future expectations shared by the participants, where, although once again the great majority of these coincide with the desire to finish a career, they begin to focus on more artistic areas such as the arts, fashion design, etc. While this time the number of participants who have not yet thought about what they want to study increased, being two people.

Furthermore, it is evident that exactly 50% of the participants neither agree nor disagree that raising a child as a woman would present an obstacle to their educational and professional development, leading to the deduction that they are at a neutral position where they may not yet have become conscious of the real meaning of having a child and how it may affect their professional development, especially for women.

With respect to the inclusivity present in the institution, most of the participants again agree that their school encourages inclusive practices, despite this, a minority of one participant disagrees with what was stated in the item. Thus, it could be argued that it is not only a few students who have recognized the school's inclusiveness as an area for improvement, and that the number of students could increase as more research is conducted.

Moreover, the fact that although only 4% commented that they do not agree that the school is inclusive, there is a percentage of 25% who reported they have heard comments from educator that reinforced gender stereotypes, which is a practice that goes against inclusion, can also be analyzed. This may

indicate that perhaps the students are not fully aware of the implications of what being an inclusive institution means.

In addition, it may be meaningful to investigate the "neither agree nor disagree" response in more depth, since, as it has been observed in both instruments, this type of reply is the one that tends to represent the highest percentage of selection by the students in the majority of the items, However, it is possible that behind this percentage there are students who may also be in favor or against certain aspects that are questioned in the instrument, nevertheless they select a neutral position driven by a potential feeling of fear about the possibility of being exposed and judged by others.

Chapter 2

2. Theoretical background

2.1. Inclusive Education

This term refers to an education oriented towards the development of transversal and intersectoral education policies addressing diversity according to the needs, interests, attributes, profiles, learning styles, and students' rhythms, involving all spheres of the educational system (SEP, 2018a).

Therefore, bearing in mind that classrooms must be inclusive from a personal and social perspective to prevent children from developing possible disruptive behaviors or thinking that will might affect in the long term their personal development within society, the document *Estrategias de equidad e inclusión* will serve as the basis for this research by outlining and supporting the relevance of promoting and fostering a class environment based on the fundamental principles of inclusive education where the educator will play an important role to reduce the disparities classroom gaps in terms of inclusion and equity, adapting and taking the learner's needs, social realities and by monitoring all those issues that might affect or impact on the learner's development.

Hence, must be taken into consideration several factors related to the planning and selecting not only the teaching materials, and class resources, but also the language and activities to be performed in the class. For instance, it is commonly seen how during the exercises of role-plays, or dialogues proposed by the textbooks between men and women a great percentage of the conversation content is performed by the men and women eventually assume a largely passive and receptive role.

2.2. Gender Bias

Gender bias is a behavior that exhibits a certain preference toward one gender over another (Rothchild, 2006). Therefore, gender bias could be understood as the act of prioritizing males over females, although the opposite may also occur; however, this act is uncommon or extremely rare.

Examples of these problems could be identified in clearly differential experiences related to classroom participation which tend not to be equally divided between the two genders since females have problems and fewer participation opportunities than males to engage in debates or discussions due to it is common to witness how men often interrupted women when they are talking or giving their point of view. On the other hand, we have the socialization processes in school which are plagued with differences reinforced by the educator about how women should behave in contrast to how men should behave. For example, when the teacher uses gender as a way to separate the group into teams or when a teacher asks girls for help decorating the classroom because they are better than men in those things.

In addition, several studies on gender stereotypes in EFL resources and materials concluded that biases against women are pervasive not just in academic materials, but also in other spheres of daily life, including the workplace, the public sector, and even our homes.

2.3. Gender Stereotypes

Selemin (2022), describes gender stereotypes as a set of beliefs about the ideal role of a particular gender in society; these traits are subsequently attributed to every individual of that gender, male or female, frequently harming and distressing people as a result.

In light of this, it is essential to note that gender stereotypes do not merely serve to demonstrate the existence of a distinction between men and women; rather, they can be seen more as a type of judgment mistake that indicates particular attitudes and behaviors that each person and individual should adopt as a consequence of gender based on which society conceives as socially constructed symbolic representations concerning the way women and men should behave and feel.

For instance, there has been a socially transmitted stereotype that women, by the mere fact of their gender and sex, are attributed exclusively to the responsibility of raising children and nurturing them, thus often disregarding many other aspects of their ambitions and lifestyle. On the other

hand, men are being forced to be something they may not be capable of being all the time, such as not expressing their emotions, being the primary breadwinner, heading the household, and so on. Therefore, these factors may result as exclusionary ideas socially imposed that reinforce femininity and masculinity models in the current context in which they are found.

Additionally, since gender roles and stereotypes are not the same in Mexico as they are in other nations or cultures around the world, it is crucial to emphasize that they may vary over time and their demarcation depends on the culture and circumstances of each country. Hence, understanding and recognizing the circumstances and ideologies about what is perceived as the ideal roles of men and women in society becomes crucial for this research.

2.4. Gender Inequality in Mexico

According to Hietanen and Pick (2015), Gender inequality in México is not only considerable and evident in many facets of daily life but is also accepted as a norm, creating psychological impediments to social, economic, and personal progress.

Although studies on the subject are increasing and this trend has led to a growing interest in the importance of raising awareness and eliminating gender roles within Mexican society, these stereotypes are still present and are constantly being reflected in different societal spheres as an alarming issue, whether to a greater or lesser extent.

In accordance to the findings of the National Institute of Statistics and Geography (INEGI for its acronym in Spanish) in 2009, female family members aged 12 and older spent significantly more time on domestic chores than male family members, (particularly when it concerned caregiving, preparing meals, and housekeeping). Moreover, similar discoveries have been made by the Instituto Nacional de las Mujeres en Mexico (2007) which shows that, regardless of whether they hold a paid job, women spend more time on housework than men do

This data provides another example of the normalization of gender bias within one of the most immediate areas of women's lives, as well as within the

work environment, where the difference and imbalance in the assignment of higher status positions, predominantly held by men, is still apparent. Consequently, such positions lead to higher monetary remuneration, which generates another inequality gap regarding what women can earn and generate against what can be earned and generated by men.

2.5. Didactic resources

Didactic resources or materials are described as the variety of educational aids used to enlighten the meaning and construction of language and implicate students in a particular topic, acting as the foundation of the whole educational activity (Harmer, 2005). Therefore, it can be understood that didactic resources are those that facilitate the teaching-learning process within a global and organized educational scenario, however, these at the same time stimulate the student's senses to permit learning and the acquisition of knowledge, notions, abilities, competencies, and social and academic skills, as well as the formation of values, behaviors, and attitudes.

Thus, the fact that numerous studies have revealed that stereotypical gender roles in EFL textbooks and resources can perpetuate inequality and promote certain behaviors and problems such as sexism, discrimination, and the fostering of ideas in the minds of female students about what their ambitions "should be" in adult life, in the long run, is a social and educational issue that must be addressed and tackled.

2.6. Avoid Using Gender Stereotypical Images

Communication does not only refer to the use of language as a medium to communicate our thoughts with other people, but communication may also occur through the use of visual images. Therefore, communication could be gender discriminatory if the people in the images are only portrayed in a gender-stereotyped way (EIGE, 2019b). For instance, within the first grade EFL textbook (Yes, we can 1) there have been identified some examples where a woman is portrayed in a stereotypical way showing her in activities related to housekeeping such as cooking (Figure 8), doing the groceries (Figure 9), and taking care of the children (Figure 10), among others.

Figure 8

Representation of woman cooking

Note: The image above was taken from the EFL book of the First Grade of Secondary School Yes We Can 1, where various activities can be observed, but interestingly it is the woman who is portrayed cooking.

Figure 9

Representation of woman doing the groceries

Note: The picture above was taken from the EFL book of the First Grade of Secondary School Yes We Can 1.

Figure 10

Representation of woman taking care of the children

Note: The image above was taken from the EFL book of the First Grade of Secondary School Yes We Can 1, where the woman is again portrayed within a submissive role such as being a mother who takes care of the children and do shopping.

Then, results vital that educators develop a critical analysis of the images used in classes so that the material does not communicate or reinforce gender stereotypes by including a wide mix of people in different settings. Additionally, teachers must take into account the colors used in the teaching materials due to these are usually arbitrarily connected to one specific gender. For instance, pink is a common color used for women meanwhile blue is for men, therefore, colors are another factor to analyze in the field of designing communication materials.

2.7. Gender-Sensitive Language

Gendered nouns in school and society are normally used daily which makes it hard for people and educators to notice and sensitize all the implications they have concerning gender distinction. For instance, in English classes, vocabulary related to occupations and jobs tends to denote the sex of the person occupying that position, such as "policeman", "fireman", or

"postman". Another example is the visual distinction made, as in the case of "doctor" and "nurse", which indirectly reinforces the assumption that most or all doctors are men and most or all nurses are women.

As a result, gender-sensitive language embodies gender equality manifested through the language, and gender equity through language emerges when women and men - as well as those who do not belong to the gender binary system - are addressed by language as persons with equal value, and dignity, integrity, and respect (EIGE, 2019b). Hence, this kind of language must be performed and inculcated in school as well as in society to achieve and reach an inclusive culture in life.

2.8. Teacher's Practices and Behaviors

One of the first steps to reach a more inclusive education which combats gender stereotypes is to commence by identifying how educator's practices may affect the learning performance and experiences process. Thus, a significant point to be noted is that teacher's practices are not enacted in a discrete manner, rather they are embedded within content knowledge and teacher-student interaction, and emotional engagement (DeJaeghere, et. al, 2021). For instance, how many times does educators used to socialize certain behaviors or language in classroom that indirectly reinforce the gender stereotypes and sex roles imposed by the society such as the different treatments given to girls towards boys within the Physical education where woman tend to be excluded from some sports or activities.

Another example occurs in the case of teachers who tend to allow and refuse to stop offensive comments usually made to female students by their male counterparts. Thus, teachers' practices and behavior within educational centers are critical since they can help to eliminate the propagation of discriminatory practices and can also lead to the reproduction of gender roles and stereotypes that promote discrimination and inequality. However, it is important to reemphasize the importance of first identifying the way in which this type of behavior appears, as this provides a guideline for recognizing the problem and beginning to change from within oneself as a teacher.

2.9. Forms of Gender-Discriminatory Language

Some ways in which gender-discriminatory language could be expressed are the sexist language which is a synonym of gender-discriminatory language. Nevertheless, they are not the same since there is a subtle difference, meanwhile, sexist language is commonly seen as language in which the person intends to be derogatory; on the other hand, gender discriminatory language does not necessarily include any sexist intention. In fact, gender-biased language is another form of gender-discriminatory language due to implicitly or explicitly favoring one gender over another (EIGE, 2019b).

Examples of this were heard and even experienced during my teaching practices where it was usually the male colleagues who were asked to help with harder tasks that needed to be done in terms of strength. And even if the girls offer our help the answers always were the same "Ustedes no chicas, es que necesito un hombre fuerte y grande que me ayude", "Chicas, ustedes no porque se vayan a lastimar" (Miramón, 2022: October 22nd). The previous comments could be understood as common forms of gender-discriminatory language which is not interiorized by the educators and the principal.

2.10. International Concerns

Gender equity and women's empowerment have been an international concern around the world which in recent years has been growing. As proof of this was the establishment of 17 goals of the 2030 Agenda for Sustainable Development, particularly goals two and five.

The fourth goal is intended to guarantee an inclusive, equitable and *quality education* by fostering and promoting a diversity of educational opportunities throughout the entire life cycle for all. Furthermore, it is particularly important to highlight within this goal target 4.5, as it mentions and stipulates that by 2030, the elimination of gender disparities in education and ensuring equal access to all levels of education and professional training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations, will be achieved (ONU, 2015).

Consequently, a *quality education* would contribute to the reduction of inequalities in which women and girls tend to belong to one of the social groups with the greatest number of difficulties in accessing, continuing, and maintaining their education, which also translates into a lack of training and, therefore, of opportunities to access the labor market. Thus, through quality education it will be possible to achieve not only gender equality, but also to promote and contribute to the creation of more peaceful and inclusive societies free of gender stereotypes.

On the other hand, the goal number five focuses on *gender equality* highlighting how gender equality is a fundamental human right as well as a necessary foundation for the prosperous, peaceful, and sustained world (ONU, 2015).

Despite the stated commitments to gender equality outlined in objective number five, the reality of the current situation shows that gender discrimination, widening economic disparities and gender-based violence is still present in our society and are perpetrated more towards girls and women. Several studies have shown how gender discrimination, which usually begins at home, can be reinforced in the school environment and subsequently propagated in society, additionally, it has been revealed that gender biases and stereotypes tend to be consciously and unconsciously transmitted by teachers provoking an indelible impact on children's thinking and behavior (Aljuaythin, 2018; Brugeilles & Cromer, 2009; Mizra, 2004; Novosel, 2015; Onatra & Peña, 2004).

Thence, school textbooks, teaching activities, and materials, as well as the curriculum must be embedded with the principles of gender harmony and inclusion in all spheres, as it is a relevant current need.

2.10.1. Article 3° of the Political Constitution of the Mexican United States.

The main stipulation of this article is that everyone has the right to education. In which the Mexican State -Federation, States, Mexico City, and Municipalities- will provide and guarantee early childhood, preschool, primary, secondary, high school, and higher education, based on the unrestricted

respect for the dignity of people, with a human rights and substantive equality approach (Constitución Política de los Estados Unidos Mexicanos, 2019).

According to the Mexican Constitution the following fractions will be pointed out due to their relation and relevance to the investigation matter foundations:

- Fraction II clause "e", states that the criteria that will guide education must be of an *equitable nature*, for which the State will implement measures that favor the full exercise of the right to education of the people and will combat inequalities of both socioeconomic, regional and *gender character* in the access, transit and permanence in educational services.

- Section IX, clause "f", states there is a necessity to support the Sistema Nacional de Mejora Continua (National System of Continuous Improvement) by suggesting elements that contribute to the improvement of the educational objectives of early education, the study plans and programs of basic and high school education, as well as inclusive and adult education.

Thus, it can be seen that within the composition of this article, diversity and representation of the types and modalities of education, along with gender parity, will be pursued. It is in this way that the incorporation of the gender perspective, as well as the fight against gender stereotypes, socialized through the teacher's practices and the didactic resources to which the student is exposed, are the main object of study of this document, are the main object of study of this document having as part of its foundation the previously stipulated with respect to the third article of the Constitution of the United Mexican States, where the State is responsible for the steering role of the education provided by the same, besides ensuring that the education complies with the characteristics of being compulsory, universal, inclusive, public, free and secular.

2.11. Activities

Gender bias and sex stereotyping could be identified in the analysis and teaching materials research based on the role and type of activities attributed to male and female characters, whether in the texts or in the illustrations. For instance, if during an English lesson the topic is leisure activities and the teacher assigned boys the ones who are adventurists and meanwhile girls are assigned more passive and "girly" activities, sexism and gender bias against women can be detected.

2.12. Gender Disparities

Statistical differences often referred to as "gaps" between men and women, boys and girls reflect inequality in some quantity (UNICEF, 2017: 3). Then, some situations or consequences derived from gender disparities could be exclusion from school due to menstruation, pregnancy or early marriage, exposure to gender-based violence at school, and a greater burden of chores at home. Moreover, the existence of a "learning gap," where much of the teachers' effort needs to be directed is the fact that female students who attend school might not learn as much as boys due to several situations that they cannot control or decide only because they are women such as being absent more often because they have to help in their houses taking care of their little siblings having less time for homework (Jakiela, 2019).

2.13. Gender-Based Violence (GBV)

According to UNICEF (2017) GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, etc. (2)

2.14. Gender Stereotyping

Gender stereotyping refers to ascribing certain attributes, features, and roles to people based on their gender (UNICEF, 2017: 5). Hence, gender stereotyping might become harmful and discriminatory when it limits a person's

life choices, such as professional path, life plans, and education access, among others.

2.15. Gender Blindness

It is the failure to recognize and analyze that the responsibilities and men's and women's roles are attributed to them in specific cultural, societal, economic, and political contexts and backgrounds.

Programs, policies, and attitudes which are gender blind do not bear in mind these different roles and diverse needs setting a barrier that does not help to transform the unequal structure of gender relations (UNICEF, 2017: 3).

2.16. Gender Equity

The process of being fair with both sexes, men and women, and importantly the equality of outcomes and results. Gender equity might involve the use of temporary special measures to compensate for historical or systemic biases or discrimination. It basically refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that girls and boys could have an equal chance, not only at the starting point but also when reaching the finishing line. (UNICEF, 2017: 3).

Gender equity in the classroom results in a crucial goal to be achieved due to is necessary to provide students with fair treatment for both sexes taking into account the different needs men and women have, cultural barriers, and (past) discrimination of the specific group.

2.17. Gender Gap

According to UNICEF (2017) "gender gaps refer to disproportionate differences between men and women, particularly as reflected in the attainment of development goals, access to resources, and levels of participation" (3). Consequently, a gender gap is a synonym for inequality.

2.18. Equity vs Equality

As it was previously mentioned one of the main global priorities is to reach a gender equality according to the UNESCO, nevertheless, the correct term to use and pursue is equity.

Understanding the difference between equity and equality is the first step in guiding educators to foster an inclusive classroom (The George Washington University, 2020). Even both terms might sound similar, the practice of one versus the other could lead to dramatically different outcomes for marginalized groups such as female gender.

Thus, it results relevance to recognize that equality refers each individual or group of people is given the same resources or opportunities and on the other hand equity recognizes that each person has different circumstances and necessities therefore equity allocates the exact resources and opportunities needed to reach an equal outcome (Ídem).

Therefore, equity could be seen as the set of actions performed against disparities which would lead education to bridge the gap concerning gender disparities, gender discrimination, and gender violence through the social, family, educational, and political environments.

2.19. Inclusive Classrooms Matter

School could be seen for many students as a place or space for interacting, sharing their passions and goals, learning and connecting with their educators and classmates as well, but for others, school can become a space where discrimination and disparities might be a barrier to pursuing their aspirations. Hence it is essential for teachers to recognize that what happened inside the classroom and school ultimately doesn't stay only there (Thomas, 2021).

Thus, educators must truly raise awareness of the fact that inclusive classrooms, schools and practices have always been necessary and should be applied, although recently an increasing emphasis has been placed on the importance of inclusion in the field of education with the passage of time through conferences, workshops, reforms, curricula, policies, among others. It is not possible to say that inclusion is something new, rather it may be said

that it is an aspect which previously had not been given the relevance it should have or had not been pursued beyond mere discourse.

2.20. Exploratory Methodology

The exploratory methodology refers to a continuous process that investigates research questions and topics that have not been previously studied in depth. Likewise, this methodology is known as interpretive research or grounded theory approach since it has a flexible and open nature (George, 2022).

An exploratory methodology will be useful for this paper since it is well-known that one of its principal attributes concerns the fact that such a methodology should be used if there is a broad idea or specific inquiry about something to be studied but there is limited or no pre-existing knowledge about the phenomenon or object of study (Ídem).

2.21. Self-evaluation: Gender-free Teaching Practice

Washburn University, (1999) argues that educators need to conduct a self-assessment of their classroom teaching practice to help them reflect on their daily teaching practice. Figure 11 illustrates the Washburn University "Achieving Gender Fair Teaching: Teacher Checklist" that will be used as part of the research proposal due to the aspects taken into account for self-evaluation and its descriptions could be the most suitable and useful for the research issue. However, it is important to point out that adaptations and modifications will be made to this instrument to make its application not only more efficient but also more focused on the treatment of the problem previously stated.

Figure 11

Achieving Gender Fair Teaching: Teacher Checklist adapted from the Washburn University.

Achieving Gender Fair Teaching: Teacher Checklist

As an educator must serve as a model for the learners, therefore it is possible to say that a teacher significantly affects students' attitudes and behavior.

Use the checklist to assess the model you are to your students.

In Teaching I:	Always	Usually,	Do not
1. Provide the same learning activities and projects for students (rather than different ones such as more labs for males, and more seat work for females).			
2. Set the same standards of behavior for all students in the classroom (i.e., attention, quiet, participation, etc.).			
3. The same disciplinary action reprimands are applied to students for misbehavior.			

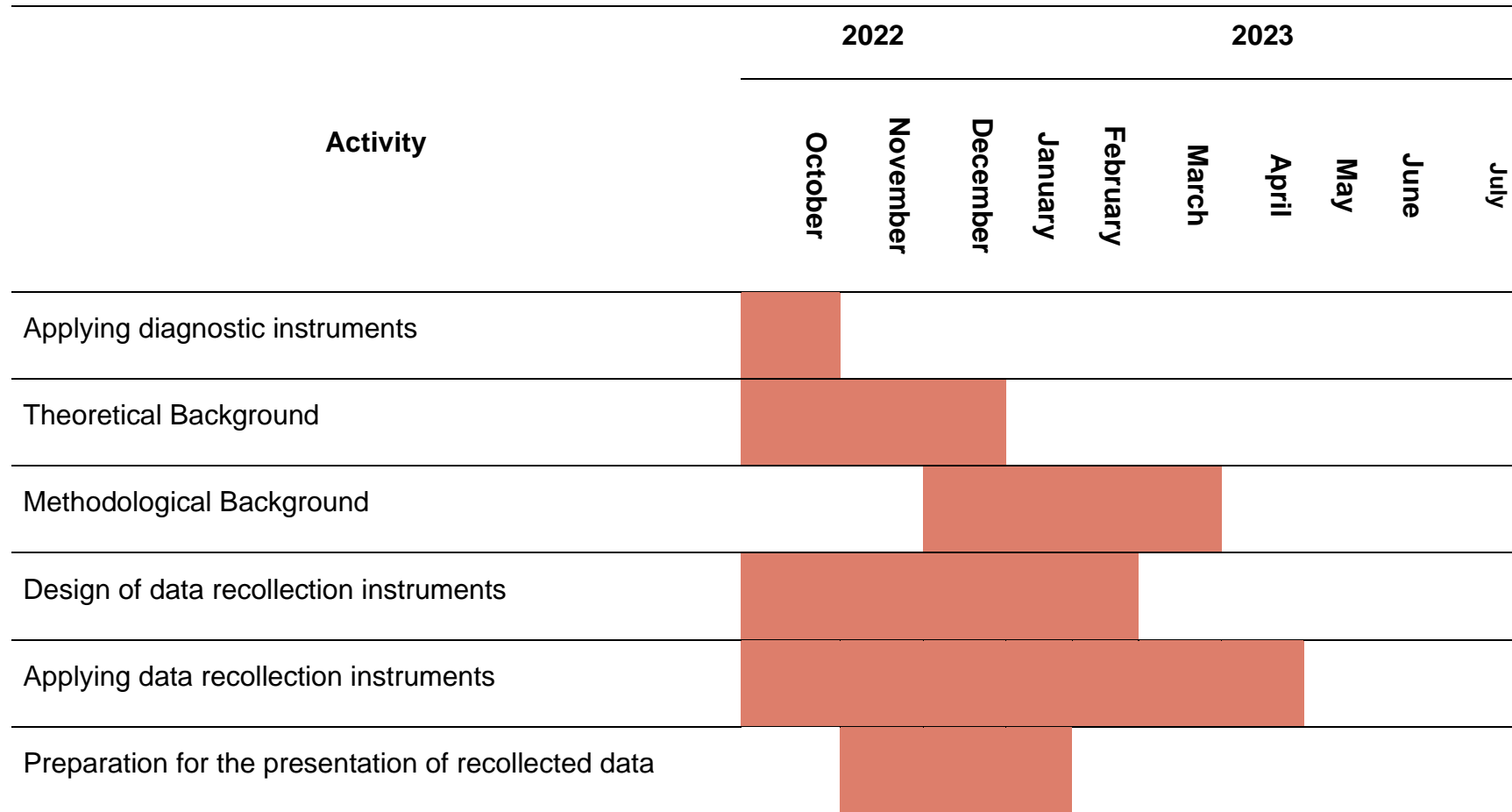| Regarding didactic resources, II:	Always	Usually	Do not
10. Provide the same course content for both genders.			
11. Incorporate the topic of gender discrimination, stereotyping, and bias into regular course content and discussions whenever possible.			
12. Involve students in identifying examples of gender discrimination, stereotyping, and bias in textbooks, curriculum materials, media, and other resources.			
13. Adapt and complement stereotyped didactic materials by making them free of stereotypes.			

Note: The figure above shows the checklist which was adapted from the Washburn University, 1999 by Miramón, C. (2023) to be implement as way of self-assessment during this research.
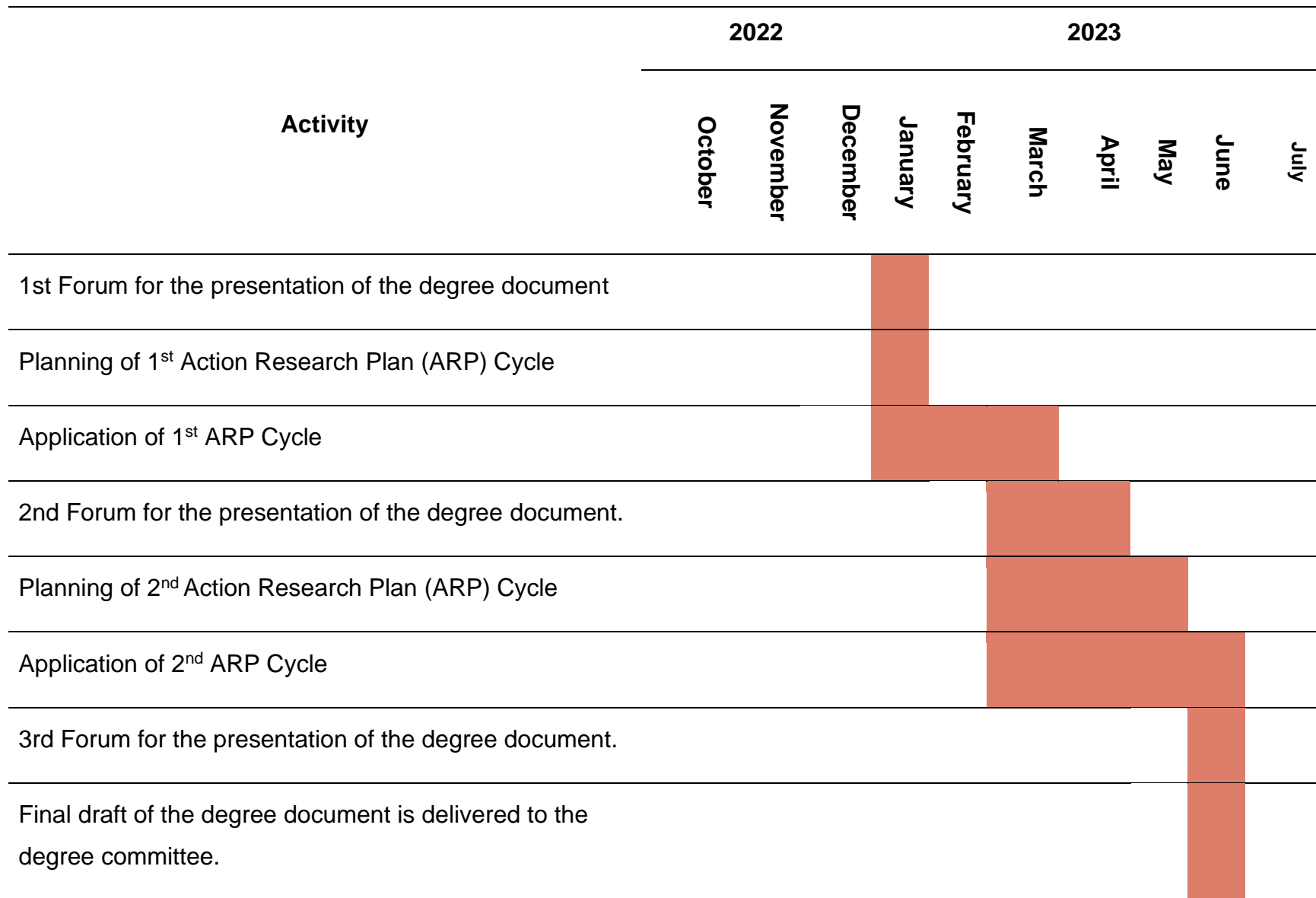
2.22. Schedule of Activities

Figure 12

Degree Document: Thesis Schedule of Activities

Activity	2022			2023						
	October	November	December	January	February	March	April	May	June	July
Applying diagnostic instruments	■									
Theoretical Background	■	■	■							
Methodological Background			■	■	■	■				
Design of data recollection instruments	■	■	■	■	■	■				
Applying data recollection instruments	■	■	■	■	■	■	■	■		
Preparation for the presentation of recollected data			■	■	■	■				

Activity	2022			2023						
	October	November	December	January	February	March	April	May	June	July
1st Forum for the presentation of the degree document				▇						
Planning of 1st Action Research Plan (ARP) Cycle				▇						
Application of 1st ARP Cycle				▇	▇					
2nd Forum for the presentation of the degree document.						▇	▇			
Planning of 2nd Action Research Plan (ARP) Cycle						▇	▇	▇		
Application of 2nd ARP Cycle						▇	▇	▇	▇	
3rd Forum for the presentation of the degree document.									▇	
Final draft of the degree document is delivered to the degree committee.									▇	

Activity	2022					2023				
	October	November	December	January	February	March	April	May	June	July
Correction of observations made by the degree committee.									██	
Final version of the corrected degree document is presented to the degree committee.									██	
Graduation exam										██

Note: This timeline includes all the activities conducted from start to end for the development and culmination in time and proper form of the present degree document.

Chapter 3

3. Methodological Background

3.1 Action Research

Action Research (AR) can be understood as a process closely related to a reflexive practice, where the educator assumes the role of a researcher. AR is mainly focused on a critical and systematic self-reflection, with the purpose of exploring the educational contexts where the teacher performs and develops professional work (Burns, 2010).

It is important to stress that as for the aspect referred to as "critical" Burns (2010) outlines and addresses this not as a negative aspect but as a starting point (problematization) of an identified area or aspect that the educator desires to improve through new ideas, alternatives and approaches (2).

Therefore, AR is considered to be the most suitable option for the research study to be developed through this document, since it could help to conduct a further analysis, as well as to maintain a systematic register of the action proposal. Besides, it will contribute to the work with an educational retrospective, which would allow attributing a real significance to the research work.

3.2 Action Research Steps

For Kemmis and McTaggart who have been relevant authors in the AR field, AR generally involves four major phases in a research cycle, where the first cycle can become a continuous or iterative spiral of repeating cycles until the investigator in action has reached a satisfactory outcome and considers the moment right moment to stop (Kemmis and McTaggart, 1998 as cited in Burns, 2010).

The four steps in an AR according to Kemmis and McTaggart (1998) are:
1. Planning: In this phase an issue is identified and based on this an action plan is developed with the objective of implementing possible improvements in a specific area of the research context, bearing in mind the realities and limitations of their teaching situation.
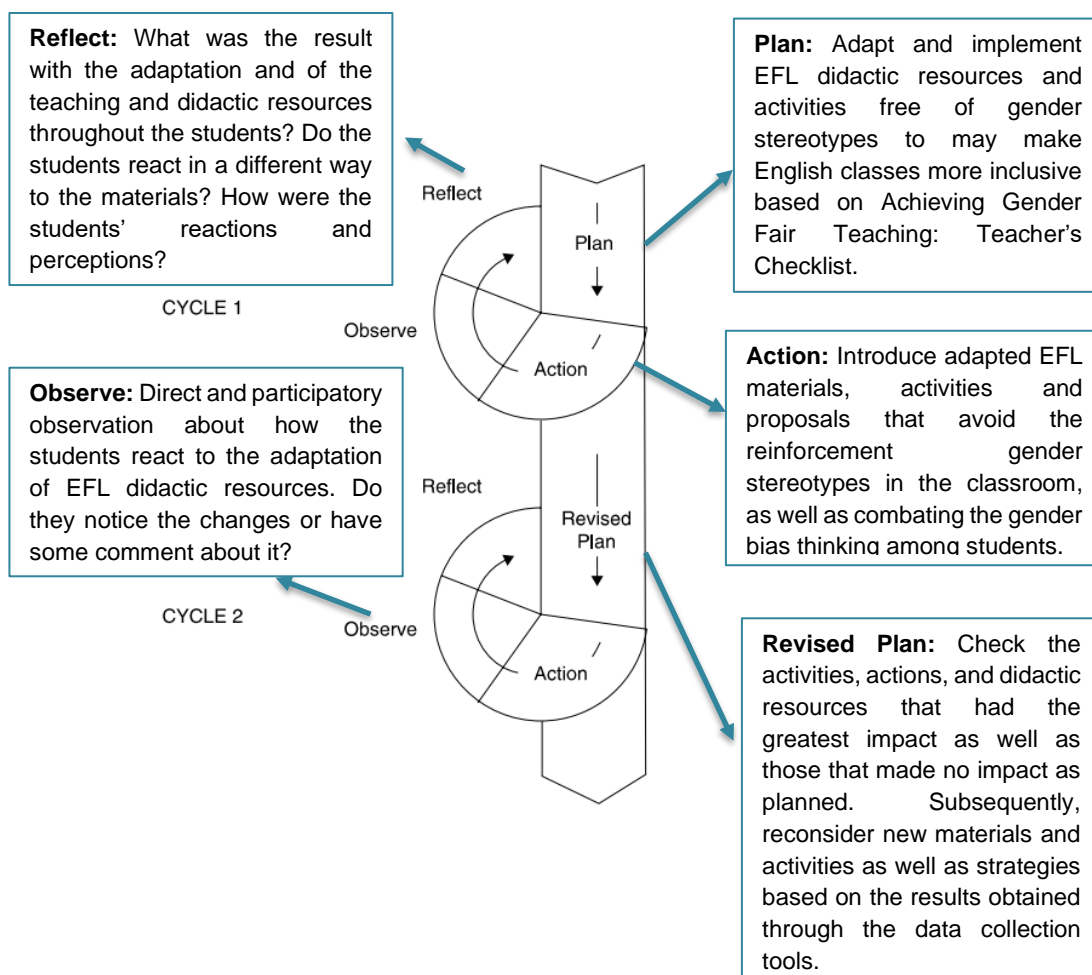
2. Action: This involves a thoughtful plan which includes deliberate interventions into the teaching situation that are implemented over an agreed period of time.

3. Observation: This phase consists of systematically observing and monitoring the effects of the action, as well as documenting the actions, perceptions, and context of those involved in this process. Data is also collected through the "open eyes" and "open mind" tools.

4. Reflection: At this point, the reflection, evaluation, and description of the effects obtained through the action are made, giving sense to all that has happened and allowing a deeper understanding of the issue that has been explored. Additionally, a decision should be made whether to conduct more AR cycles to further improve the situation, or to share the research (Burns, 2010).

Figure 13

Cyclical AR model based on Kemmis and McTaggart (1988)

Reflect: What was the result with the adaptation and of the teaching and didactic resources throughout the students? Do the students react in a different way to the materials? How were the students' reactions and perceptions?

CYCLE 1

Observe: Direct and participatory observation about how the students react to the adaptation of EFL didactic resources. Do they notice the changes or have some comment about it?

CYCLE 2

Plan: Adapt and implement EFL didactic resources and activities free of gender stereotypes to may make English classes more inclusive based on Achieving Gender Fair Teaching: Teacher's Checklist.

Action: Introduce adapted EFL materials, activities and proposals that avoid the reinforcement gender stereotypes in the classroom, as well as combating the gender bias thinking among students.

Revised Plan: Check the activities, actions, and didactic resources that had the greatest impact as well as those that made no impact as planned. Subsequently, reconsider new materials and activities as well as strategies based on the results obtained through the data collection tools.

Note: The diagram above provides a general overview and summary of the action plan and activities implemented during this research, which will be described in more detail below.

3.3 Collecting Data

Teaching may naturally lend to the collection of data for an educator (Burns, 2010) either informally through conversations about students' likes, dislikes and passions inside or outside the classroom, or formally as in the case of the thesis, which is a research paper where factors such as the description of the group profile, results of the intervention proposal, as well as general and specific data about the school and its context provide a theoretical basis.

Some data collection tips according to Burns (2010: 54-56) are:

1) Surveys conducted by learners about their perceptions of various aspects of the research issue can provide to the researcher good sources of information.

2) Educators may ask students to write in a journal what they feel or think during a new type of activity is another rich source of data.

3) Do not be afraid to use adapt data techniques in a creative way, since AR does not mean following a recipe step by step.

3.3.1 Journals and Logs

A way of collecting data is the use of a journal which is usually seemed as a classic tool regarding AR as it permitted to the teacher recovering the most significant events occurring in class as well as reflections, beliefs and ideas concerning what could be improve in the teaching practice (Burns, 2010).

Hence, a journal for trainee teachers could be useful for the present paper, since its use for educators and researchers can facilitate the reflection process in an immediate way, besides, the format could be adapted according the teacher's aims and needs based on the students' reactions, interaction and comments regarding the EFL materials and activities based on the research proposal. Additionally, this instrument could help in the development of strategies that might be beneficial for the learners in terms of become more

sensitive to the issue or raise awareness regarding the importance of gender equity.

3.3.1.1 Observation Notes Embedded in the Teacher's Journal

Burns (2010) emphasizes how not all observation data are necessarily counted due to the use of description and the use of narrative style are not as structured as observation checklists (67).

Therefore, it is possible to affirm that some data could be recover in the form of notes made by the teacher or other participants such as the students. For instance, the teacher's journal is a useful resource where the observation notes could be recovered regarding the descriptions and accounts of what happened in the class and at what moment and day.

3.3.1.2 Reflective Notes

These are written notes written concerning classroom events where the teacher writes some comments placed next to classroom events. This way of collecting data is the most commonly used by me due to it allows to compare not only the occurred situation but also what was perceived about the student's reactions, comments or behaviors to the activities.

3.4 Interviews

These are a classic way in AR of conducting a conversation that explores your focus area where the number of participants you choose to interview will depend on the available time. Besides some of the interview types generally used for AR are: 1) structured interviews 2) Guided, or semi-structured interviews 3) Open-ended, conversational-type interviews (Burns, 2010: 75).

This kind of instrument might be useful due to interview tend to allow the interviewer to observe the reactions and gestures of the participant.

3.5 Questionnaires/Surveys

Burns (2010) argues that "use a questionnaire is better rather than interviews, when it comes to get responses from several people and you do not count with the time to interview all of them" (81). Additionally, questionnaires could get to the researcher three types of data information: 1) factual or demographic, 2) behavioral 3) attitudinal (Dörnyei, 2003). Hence,

questionnaires might be an important tool which will serves under critical circumstances regarding to times in this research.

3.6 Focus groups

Focus groups are a qualitative research technique used to deepen comprehension of a certain phenomenon. Participants in a focus group are convened to discuss opinions and ideas related to a predetermined topic. Participants are chosen on purpose because they have traits and information from personal experience that are relevant to the group's objective (Coghlan & Brydon, 2014).

The focus group seemed to be the most proper technique in this research, as it will allow the researcher to determine the impact of the proposal on specific participants who tend to possess a marked gender bias in thinking and perception, as well as to comparatively analyze how the proposal gradually impacted them or not.

Chapter 4

4. Action Research Plan (ARP)

4.1. First Cycle
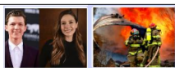
During this first research cycle, we sought to bring to light and highlight the problem previously identified through the planning of a class which, through its stages and activities, would permit the students to glimpse and be more conscious of the gender stereotypes that are so prevalent and in a certain way imposed by society, mostly in an unconscious way (gender bias), and although a diagnosis had previously been conducted to report about this phenomenon it was primarily helpful to the researcher but may not have had the same awareness-raising impact and effect on the learners.

4.1.1. First Intervention Planning

One of the topics to be addressed during the Second Intervention Day from January 30 to February 10 of this year was Jobs and Occupations, which was considered a valuable opportunity for designing and planning a class that would allow a dynamic and meaningful review of the vocabulary and content previously seen in prior classes regarding the gender-emphasized occupations (sexist) within job titles while raising awareness of the United Nations Sustainable Development Goals, number five in particular.

Figure 14

Lesson plan number 5: Students to notice and reflect gender in job names.

	LESSON PLAN		
# of session: Session 5	**Main objective of the session:** Students notice and reflect gender in job names.		**Product(s) of the session:** Handout per teams, and Student's comments (writing).
Social practice of the language: Intercambia información para desplazarse en una localidad.	**Communicative activity:** Intercambios asociados al entorno.		**Final product:** Map description
Vocabulary			

L.S. and time	Objective	Procedure	Materials
Beginning (5')	To review vocabulary seen in the last class.	1. T. plays with Ss. the game *What am I?* in which they have to guess the occupation based in some statements. For instance: I work at the hospital --- Doctor (T. shows the picture of the occupation).	
Development (38')	To consider and reflect why non-gendered language for jobs is important	1. T. tells Ss. that they have to draw three people doing different jobs. 2. Ss. have to draw: a person who catches criminals, a person who fixes cars, and a person who take care of children, who take them to the school, and usually cleans the house. 3. Ss. compare their drawing in small groups. Then, T. displays the jobs photos, and asks them if there are any big differences. Then, T. elicits Ss. to think if their draws show people of a different gender. 4. If there are lots of Ss. with traditional gender drawing for a job, the T. will talk about why they drew their pictures like that. *Is there someone in your family with this job? Have you seen women/men on TV doing this job? Can everyone do this job?* 5. T. explains to Ss. why gender equality is a global priority, and asks Ss. to look again at their first drawing. 6. T. writes on the board *What's the best name for this job, policeman/policewoman or police officer? Why? and Why is it good to have names for jobs that are for everybody?* 7. T. provides Ss. with a handout and in trios they have to circle the job names they think are for everybody and cross the ones are only for one gender. After that, discuss the answers in group.	
Closure (7')	To review the vocabulary and reflect about the topic	1. T. shows Ss. pictures of different jobs and Ss. have to describe it job using non-gendered language. For instance: She/He is an actor/nurse/police officer. 2. Ss. have to write anonymously what they liked most about the topic and why they consider it important.	

Note: This image illustrates the lesson plan and activities for session number 5, held in February of the year 2023 concerning the gender in job names and occupations.

4.1.2. First Intervention: Actions Overview

Table 3

*Lesson plan description: Gender in job names*

Main objective of the class: Students to notice and reflect about gender in job names/titles.

Teacher's aim: To raise awareness of gendered language, elicit and teach different ways to avoid it.

This lesson supports the Fifth Goal from the SDO: Gender equality.

Purpose/Description	**Picture**
Moment of the class: Beginning	

The students will commence by playing a game call *Who am I?* where the students have to guess the jobs titles/occupations based in some statements. For instance: I work at the hospital, I help sick people, and so on. This will be helpful for brainstorming as many as possible. And in this part all contributions are accepted even if they are expressed in gendered language.
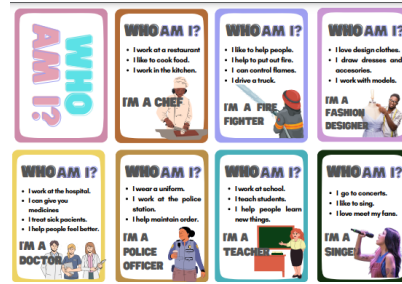
Purpose: To review vocabulary seen in previous classes as well to elicit for more jobs titles they know and notice if they are gender neutral or not.

Moment of the class: Development

Students are indicated to draw three people doing different jobs: 1) a person who fixes cars (mechanic), 2) a person who catches criminals (police officer), and 3) a person who take care of the children (parents), and usually cleans the house. Afterwards, the teacher will show the students the drawings of the three people they have been asked to draw so that they can be guided to compare and notice the gender of the people they have drawn and think about why they may have drawn them that way (see appendix C).

In this part a brief discussion about gender equality as a global concern is performed with the students so they could again look
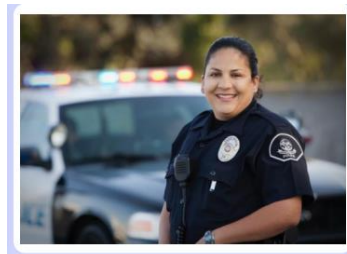
at their drawing and reflect about the importance of the issue and the relevance of the existence and use non-gendered language.

After that, the students in trios will be provided with some job and occupations names. They need to find and circle all the job names that they think are for everybody and cross the ones they think are only for one gender. During this activity the teacher will be monitoring to see how students react to some job names which are not gendered, do they will leave out them or not?

Purpose: To reflect and raise awareness about why non-gendered language for jobs is important as a global issue.

Moment of the class: Closing

Some pictures about jobs are shown to students and they have to describe it by using non-gendered language. For instance: She/He is a police officer, She/He is a nurse.

Note: The drawing activity was adapted from *She's a policeman?,* from Rachel Ro, 2021, British Council,(https://www.teachingenglish.org.uk/sites/teacheng/files/teaching-primary-sdg-5-shes-a-policeman-classroom-jobs-photos.pdf).

4.1.3. Student's Reactions and Comments about the Class and Activities
Beginning

During the warm-up at the beginning of the class where students played the game Who am I? it was possible to rescue all the vocabulary previously seen in the last class about occupations and jobs besides the use of more complete sentences and not only isolated words, all this with the help of modeling since the beginning the way in which they would participate using the chunk "You are a/an _____ (doctor, Teacher)".

Furthermore, the interaction became more dynamic by involving different students to come to the front to read the descriptions and not only have the passive-receptive role of listening, at this point, it is important to mention that the participation was assigned in such a way that both men and women participated in the most egalitarian way possible by using a roulette where randomly students' names appear.

Table 4

Students' reactions to the Who am I? game and class beginning.

Teacher:	Ready? listen to me… and if you know the answer raise your hand. I work at the hospital, I can give you medicines, I help people feel better. Who am I?
Student A:	Doctor!
Teacher:	Remember, FULL sentences -point the chunk on the board-
Student A:	Ah, cierto. You are a doctor!
Teacher:	Well, done! Know come on and read the next one to your classmates.

Note: All the above data was collected and extract from the practice diary (Miramón, 2013: February 15th)

Development

As previously described, students were asked to draw a picture of three different people and their work, for which they were given some descriptions so that they could guess the occupations (see appendix C):

Table 5

Students' reactions to the development activities.

Teacher:	A person who fixes cars.
Student 1:	Mechanic
Teacher:	Yes, the second person you will draw is someone who catches criminals.
Student 2:	Un policía.
Teacher:	Well done! And finally, someone who takes care of children.
Student 3:	Usted, Teacher!
Teacher:	No, listen. Someone who buys you things, brings you to school, helps you with your homework…
Student 4:	¿Mi mamá? ¿Papás?
Teacher:	Yes!
Student 4:	¿Dibujo a mi mamá o papá, ¿Teacher? ¿Pueden ser ambos?
Teacher:	Dibujen al primero que venga a su mente, el que más los cuide.

Note: All the above data was collected and extract from the practice diary (Miramón, 2023: February 15th)

It is noteworthy to remark that during this moment it was needed to clarify the fact they were required to draw the person and not representative objects due to the fact that many of the students were just drawing symbolic

objects. After the clarification was made, the students were given about seven minutes to finish their drawings. Subsequently they finished drawing, the students were told that they will be shown the corresponding picture to each of the people so that they could compare them and see what they have in common or what is different about them.

Table 6

Students' drawing comparisons comments

Flashcard/Picture	Student's comments and reactions	How many students draw a man or a female?
	Teacher: What is different from yours? **Student A:** Una mujer mecánica, ni que fuera que o qué. **Student B:** Que es una mujer y yo dibuje un hombre. **Student C:** Que el de usted es mujer. **Student D:** Que el de usted es una imagen impresa, ¡pero la mía es mujer también! **Teacher:** Ok, raise your hand if you draw a man mechanic. Thank you, and now raise your hand if you draw a woman mechanic. **Teacher:** Dou you think only men could be mechanics? **Class:** No!	• Students who drew a man mechanic: **42/44.** • Students who drew a woman mechanic: **2/44**, and in this case the two were female students.

Flashcard/Picture	Student's comments and reactions	How many students draw a man or a female?
	Teacher: Women can do it too, right? But then why the majority draw a man? ¿Por qué la mayoría dibujo a un hombre mecánico? **Student E:** Porque… bueno no me fije en eso la verdad, es como que lo primero que se me vino a la mente. **Student A:** Es que yo nunca he visto una mujer mecánica, ni en series, ni en otro lado.	
	Teacher: Okay, let's see the next picture. What is different from yours? **Student A:** Que solo hay un papá. **Student B:** No hay. **Student C:** My mom, yo dibuje a mi mamá, Teacher. Porque ella es la que siempre me trae a la escuela. **Student D:** Yo dibuje a mi abuelita, porque ella es la que me trae y recoge diario. **Teacher:** Ok, raise your hand if you draw your mom, ok, thank you. And now raise your	• Students who drew their mom: 24**/44.** • Students who drew their dad: 19**/44**, and in this case the two were female students. • Students who drew both (parents): 1**/44.**

Flashcard/Picture	Student's comments and reactions	How many students draw a man or a female?
	hand if you draw your dad. Thank you. **Student E:** ¿Si yo dibuje a ambos? **Teacher:** It's okay. But tell me who is the one who always cooks in your house? and do the laundry? **Class:** My mom! **Teacher:** ¿Y su papá también ayuda o es más su mamá? **Student B:** A veces ayuda, pero más mi mamá.	
	Teacher: Ready? The last… What is different? **Student A:** Otra vez que es mujer. **Student B:** Que es mujer. **Student D:** Mujer. **Teacher:** Ok, raise your hand if you draw a man police officer. Now raise your hand if you draw a woman police officer. **Teacher:** ¿Han visto mujeres policías? **Class:** YES!	• Students who drew a man police officer: 42**/44.** • Students who drew a woman police officer: **2/44** and were again the same two female students.
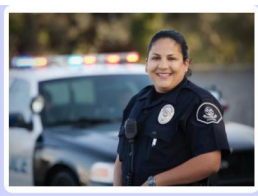
Flashcard/Picture	Student's comments and reactions	How many students draw a man or a female?
	Teacher: Do you think women can be police officers? **Class:** Yes. **Teacher:** Pero ya vieron que la mayoría dibujaron hombres policías. **Class:** -keep in silent and seemed to be thinking about it-	

Note: The above table illustrates how through this activity the gender bias thinking among students was uncover as well as how the students started to raise certain awareness and sensibilization to the issue. Furthermore, all the above data was collected and extract from the practice diary (Miramón, February 15th, 2023).

To begin this analysis, it should be noted the fact that when the students observed that the image of the person who performs mechanical services was a woman, the great majority of them were surprised, one of them, a boy indeed, commented aloud: "Una mujer mecánica, ni que fuera que o qué". Here it could be observed that his expression also denoted that within their mental schemes, there was no room for the possibility of a woman assuming an occupation of this type.

When the student expresses "...ni que fuera que o qué" he is actually expressing at least two possible issues, that he (the student) considers 1) that the occupation of mechanics can only be performed by men because they possess certain skills or characteristics that women might do not have; 2) if a woman possesses characteristics similar to those of a man, only then she could work in mechanics. In their comments, it was also noted a certain amount of mockery regarding the fact that they had never seen a woman work in something like this, hence for most of them this may not be considered

"normal" or in accordance with what has been socially imposed and socialized for generations.

Furthermore, toward this section, it is crucial to reaffirm the importance of the principles of Inclusive Education previously mentioned in the first sections of the document, due to although a) Exclusion clearly does not fall on the students, rather the schools participate in it through certain actions or rules previously established, it is necessary to adapt it to the learners and their diverse needs in order to begin a de-stigmatization of the school, which might will allow a positive change for the pupils bridging the gap concerning all those inequality gaps that go against the students, thus results vital the adaptation to the students' needs in order to start a school destigmatization, and reach an inclusive and equitable education as mentioned not only within the curriculum of Aprendizajes Claves Para la Educación Integral, but is also supported within the SDG number 4 of the 2030 Agenda (Quality Education). This through critical adaptations and new strategies within the planning and teaching materials as reflected within this first cycle of intervention.

b) Students should be served in inclusive environments so that they can participate and interact on equal terms with the rest of the school population. This aspect is reflected not only during this particular class but day by day in the teaching practice where the development of the learning environment seeks to be inclusive and equal for all students through activities that allow the development of reflective processes which might guide students to self-question their own practices as was the case of drawing people from different professions without a model to follow other than the previous knowledge they have and to which they have been exposed in society.

c) Differences in students' abilities should not represent a barrier, but rather a source of learning since BAPs refer to organizational, political, administrative, pedagogical, physical, and attitudinal conditions (SEP, 2017). Where the critical and pedagogical transformation of the educator assumes the value of a change agent who will combat these BAPs through guidance, reflection, and recognition of activities, behaviors, and exercises against the

fulfillment of an inclusive Education, such as gender roles and stereotypes to which learners are exposed through the activities, materials, forms of expression of others, etc. Unconsciously, these stereotypes are propagated and ingrained in their minds and consequently normalized without any critical questioning, as in the case of "women cannot be mechanics".

Thus, the previously described class was planned and developed based on the course content to be covered as indicated by the curriculum, however, at the same time the opportunity to adapt and analyze the content beyond the simple act of learning new vocabulary in English with respect to professions or practicing the structure of the present simple and to link it to a social issue about gender roles and stereotypes to generate a greater impact and learning as well as to heighten awareness of how the thinking of each individual, and the way we refer to others, may reinforce and contribute to the propagation of certain prejudices and stereotypes.

After all the activity was completed concerning all the drawings asked, it was discussed with the students that the previous situations were the result of the normalization of thinking about certain people (of a specific gender) working in particular professions. And at that moment a student mentioned "Es cierto, como el hecho de que se piense que solo las mujeres pueden ser enfermeras, pero también hay hombres" (Miramón, 2023: February 15th). Thus, with the above comment, a discussion about Goal 5 of the 2030 Agenda concerning gender equality could proceed, which allowed identifying that only one student in the classroom was aware and had a vague idea about what the Sustainable Development Goals were.

Subsequently, the learners were asked if, based on the previous activity, they considered the existence and use of Jobs names that are for everyone and not just for one gender, in particular, to be important. As a result, the response of the class was affirmative, which led to the subsequent activity that was previously outlined, in which students will discuss in teams and circle all the job titles that are for everyone and cross out those that only refer to one specific gender (see appendix B).

Moreover, this activity enabled students to appreciate how often the male and female characters depicted in the visuals of their textbooks or social media are not balanced, nor do they tend to be inclusive most of the time since they tend to be represented in a way that is associated to masculinity and femininity as it was the case of professions and jobs where a female mechanic was for many of them something improbable and distant from reality since stereotypically this profession is not "feminine" and tends to be associated to the "trabajo rudo y viril" (cultural socio-historical learning).

However, a phenomenon that was detected in some teams was the confusion caused by certain job titles which are not gendered, and therefore the students were inclined to cross them out. Hence, this was a point that was addressed at the end of the activity to avoid any possible confusion (Miramón, 2023: February 15th).

Closure

Finally, at the closing of the class students put away their notebooks, and by displaying an image they had to use a "She/He is a/an ___" chunk again, except that this time non-gendered job titles had to be used so that they could earn class participation for the day.

4.1.4 First Cycle: General reflections

The first cycle of research was undertaken through the implementation of a set of actions within the planning of the class that served to address and reinforce the reasons for the research issue, where it is possible to appreciate through the data gathered that it is indeed possible to raise awareness and awaken this consciousness in students through a critical transformation of the teaching practice not only in terms of the manner in which teachers behave and interact with students but also through the didactic resources, strategies, and activities conducted within the class.

An example of the above is the fact that students in an English class, where the content to be addressed was something that at first glance is simple as are the " occupations" in English could recognize how they unconsciously

have a gender bias thinking with respect to professions through a series of activities proposed by the educator.

Moreover, previous the class, the teacher worked on the analysis and reflection regarding not only the contents but also the didactic resources and activities to be developed, guided by a gender perspective at all moments, which allowed the teacher and the students to develop an active participation process in different dimensions: 1) recovery of previous knowledge, 2) contrast and collision within their mental schemes about the image of certain professions that they already had internalized, 3) reflection (awakening) and sensitization regarding what they considered within their cultural background as a standard regarding what kind of people performed specific professions and 4) the development of a new knowledge based on the construction and agreement on what to do facing the challenge of reaching equity and combating stereotypes and gender roles; where the learners themselves were able to discuss and agree on a solution such as the use of neutral vocabulary, avoiding the use of certain vocabulary that denotes a specific gender, since through the processes of reflection and analysis it was concluded that both sexes have the same capacities to develop the same trades and consequently they should have the same opportunities and representation (visibility).

Hence, it is possible to argue how all these adaptations not only regarding my teaching practice as well as the didactics resources and activities provoke something among the students' minds where a self-reflection process started in most of them. Nevertheless, it is not possible to mention that all the class had the same impact, where women were the first ones who really feel and even showed a real concern to this issue, since historically it has been girls the most disadvantaged gender who has suffered all the barriers and limitations that the female gender implicated.

However, this does not mean that men did not realize about the importance of the problem on the contrary most of they did it but not all at the same degree as women due to their cultural, historical, familiar, and social background is not the same that women have experienced, therefore it is

necessary they implementation and development of more activities which lead both gender into a further analysis of the issue.

Finally, it should be noted that the implementation of this type of activities within the planning can be conducted when there is the possibility of bringing it to the discussion within a topic that lends itself to that since otherwise, it can result in a negative impact due to its inclusion in topics that can be completely distant from this type of matters.

4.2. Second Cycle

During this second cycle, the implementation of the proposals outlined in the planning was sought to continue, since through its stages and activities it was possible to continue working with the students to glimpse, identify, and become more aware of the gender stereotypes so prevalent through the socially imposed norms or rules that continue to prevail through analysis and critical thinking. In this way, it is intended to provide continuity and a better foundation for the first cycle as well as to align and respond to the purpose and hypothesis of the paper.

4.2.1. Second Intervention Planning

One of the contents to be addressed during the last two weeks of the teaching practices, encompassing from March 20th to March 31st of the current year, was focus on the *modal verbs* (must, have to, should, might), being considered as an enhancement opportunity providing the possibility to proceed with the planning, adaptation, and design of activities and strategies for the research proposal through which students may not only develop meaningful learning of the content to be covered, as well as to acquire the ability for critical thinking through the context of the social rules commonly imposed for both genders as the way to behave. For instance, the predetermined roles in terms of who should be responsible for the children, who are natural leaders, etc.

Besides, it is relevant to highlight the existence of a previous class in which the students were introduced to the topic of modal verbs within the context of rules in the classroom and school, therefore, in this second intervention, as they already have previous knowledge of them, the practice

will continue, however, this time within the context of social norms, where a greater emphasis will be placed on their use and how they may affect the meaning and interpretation of a norm or rule.

The above is based on fourth and fifth goals of the 2030 Agenda, as well as the principles of Inclusive Education in accordance with the "Achieving Gender Fair Teaching: Teacher Checklist" which recognizes the importance of incorporating all gender perspective issues, gender discrimination, stereotyping, and gender bias within the contents and class materials whenever possible and there is the possibility of doing so, as in the case of this second intervention.

Figure 15

Lesson plan of the class session number 3 of the practice period January 20th to March 31th

Note: The above picture illustrates the lesson plan and activities for session number 3 which has as main objective that students will be able to practice the modal verbs through the context of imposed social rules while the critical thinking is promoted.

4.2.2. Second Intervention: Actions Overview

Table 7

Lesson plan description: Modal verbs and critical thinking in social rules and beliefs.

Main objective of the class: Students to practice the modal verbs through the context of imposed social rules while the critical thinking is promoted.
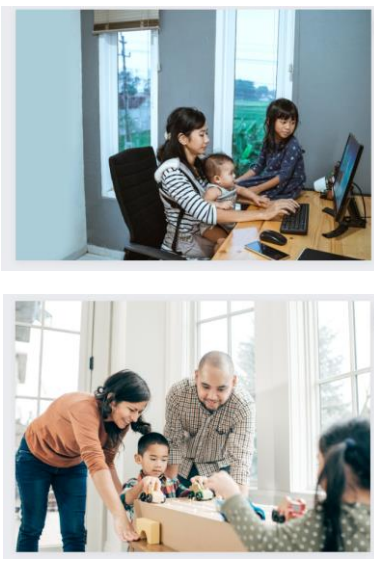

Teacher's aim: To promote and practice critical thinking competence among students through the context of social rules imposed by the society and culture in which we live, where students must be able to recognize them and think about different ways in which those rules could become more equitable.

This lesson supports the Fourth and Fifth Goal from the SDO: Quality Education and Gender equality.

Purpose/Description	**Picture**
Moment of the class: Beginning	

The students will be introducing into the lesson by reading some written statements on the board:

"Woman always ***must***   take care of the children vs Men and Women ***should*** take care of their children". An illustration of each statement will be place next to the them.

After read and understood what each statement refers to , the teacher will ask students Which do you think it is correct? or Which statement seem for you better nowadays? And Why?

Then, ask Ss. what do they think is the main difference between the first statement and the second one. In this part the T. circles the

different modal verbs and elicit students to think about the difference between those words.

Ss. share their comments and contributions.

Purpose: To get students involved into the class and topic to be addressed (social belief/norms).

Moment of the class: Development

The teacher wrote the class topic "social beliefs/norms) and then the students were exposed to key target vocabulary for the class through flashcards such as cooking, cleaning the house, take care of, be a leader, playing soccer, crying, go shopping, etc. During this activity some questions were asked to the students such as Only men could play soccer? In this picture who are going to shopping? And so on.

After practice the vocabulary a handout was provided to the pupils where they have to read it and identify common social beliefs about the way women and men should behave according to the society (norms) as well as to circle the modal verbs to reflect about the use of one above the other could produce an enormous impact concerning its understanding.

On the board it was drawing a double-entry chart in the first column students will write the society belief/norms they found in the text (instead of this), these will be analyzed

and the Ss. will replace the modal verb by another one that exhibits that belief to be applied to all (try this). Example Women always have to take care of the children --- Woman don't always have to take care of their children. Man should take care of their children too.	

Moment of the class: Closing

Sentences stating facts and sentences where modals verbs are used were pasted onto the board and the students need to match them to build free gender bias norms and take notes. E.g., "You are a girl in the school "You must wear skirt or pants as you wanted".	can decide if they want long or short hair" "Mother and father have to take care of their children together" "Boys
Finally, the educator will ask students Do you think society has an impact on how do we must think and act? and listen to the students' reflections and comments.	

Note: The table provides a detailed description of each of the activities to be developed within each moment of the session. Besides the fact that the activities are based on the fourth and fifth Sustainable Development Goals (SDGs) of the 2030 agenda.

4.2.3. Student's Reactions and Comments about the Class and Activities
Beginning

During the lead-in at the beginning of the class when the students were reading the statements they seemed to be confused since they didn't see any difference between them, even some of the students was saying that the first one was the better in our society "Woman always must take care of their children"

Table 8

Students' reflections and analysis to "Woman always must take care of the children vs Men and Women should take care of their children".

Teacher:	Hello, everyone. Who wants to read the two sentences? Raise your hand.
Student A:	Me, Teacher!
Teacher:	Ok, go ahead! Please. -after the students read the sentence- Thank you so much and tell me with which do you agree more? Raise your hand for the first one, okay… now raise your hand if you agree with the second one.
Student A:	Es la número 1, Teacher, ¡la unooooo!
Teacher:	Okay, but before continue I want to make sure all of you understood the meaning of both statements. Let´s read them again and together.
	In this part while we finished of reading the statement a picture that illustrate it was place next to them.
Student A:	Ahhhh, ya. Entonces no Miss, olvídelo es la segunda, la B es la más correcta.
Teacher:	Okay, one more time. Raise your hand to vote for the one you agree more with.

In this part when they were exposed again to the question the majority of them vote for the second statement about "Men and Women should take care of their children". Meanwhile only 4 students agreed with the first one and some comments behind their choice were:

Student A:	Pues deben ser los dos papás los que se hagan responsables.

Student B:	Las mamás porque ellas siempre son las que nos cuidan y hacen la comida.
Student A:	Los dos deben ayudar en ambas cosas, porque hay mujeres que tienen que trabajar.
Student C:	Yo digo que ambos, porque mis dos papás trabajan y ambos se turnan a veces para traerme o ayudarme con las tareas.
Teacher D:	Yo digo que ambos, pero mi abuelita es la que siempre me viene a recoger y así porque mis papás trabajan.

Note: All the above data was collected and extract from the practice diary (Miramón, , 2023: March 24th).

From the previous comments it is possible to infer how the context to which the students are constantly exposed as well as everything they consume from social networks and their surroundings has an impact on their thinking and is reflected in their decision making, such as the case of student B, who due to his socio-cultural context in which he is immersed is the mother who is constantly in charge of him and certain household chores, thereby developing the assumption that it is women that possess a greater ability and responsibility in the upbringing and care of the family and children.

On the contrary, student D, who despite recognizing that it is a woman who looks after him, is conscious that the responsibility of upbringing does not fall on her but rather on both parents, who tend not to have the time to go to school for him because of their labor responsibilities, in the same way student C is in a similar situation where day to day within his family and social context appreciates how both parents share responsibilities within the home and in her upbringing. Furthermore, it was asked to learners what were the modal verbs that are immerse into the statements and what was the main difference between them.

Table 9

Students' reflections about the impact of different modals verbs within the meaning of a statement.

Student 1:	Ahh, que... que… must es una obligation...? que se tiene que hacer sí o sí.
Student 2:	Me, Teacher… que should es para sugerir cosas, como lo que vimos la clase pasada… de should study for the exam para sacar 10.
Teacher:	Well done, yes. That's correct. Pero tell me, what other modal verbs we saw?
Student 3:	HAVE TO! Y… yyyy.
Student 3:	Might!
Teacher:	Good, and about these statements -point the board- most of you liked most and chose the second one, right? El Segundo. ¿Les pregunto, What modal verb do you see?
Class:	SHOULD!
Teacher:	Good! but we use should for what? ¿para qué lo usamos?
Class:	¡Sugerencias!
Teacher:	Bien y esto ¿debería ser solo una sugerencia?
Student 4:	No, es algo que debe aplicar en todas las familias.
Teacher:	So… would you change the modal verb? And for what?
Student 1:	Lo podrías cambiar por "must", Miss y ya queda.
Teacher:	Okay. The rest of you are agree with your classmate? Good!

	Entonces Podemos decir que el uso de un modal verb por otro puede cambiar completamente lo que significa algo, ¿Sí o no?
Student 5	Yes, porque es diferente sugerir a algo que DEBES hacer.

Note: The comments and students' reactions shown how they make use of critical thinking not only to reflect about certain stereotypes and roles but also to reflect about how the use of one modal verb over another could dramatically lead to different interpretations and meanings of one statement. Moreover, the above data was collected and extract from the practice diary (Miramón, March 24th, 2023).

Through this activity it was possible for the students to decipher the fact of how the use of a modal verb over the other can cause a great change concerning how a norm, rule or sentence is understood denoting a sense of obligation or suggestion. At the same time, it was possible to observe this small process of analysis and comparison between the different thoughts and beliefs on the part of the students in regarding what they socially consider correct or normal.

Development

As previously described, the teacher wrote the class topic "social beliefs/norms and the students were exposed to the target vocabulary for the class through flashcards such as cooking, cleaning the house, take care of, be a leader, playing soccer, crying, go shopping, etc. During this activity some questions were asked to the students such as Only men could play soccer? Can the men cry? In this picture who are going to shopping? And so on. Some of the students' comments were.

Table 10

Externalization of students with respect to where they tend to hear certain gender stereotypes:

Student 1:	No, las mujeres también pueden jugar futbol.

Student 2:	Es que, Teacher los hombres sí lloran, pero luego nos dicen que somos niñitas o no aguantamos nada.
Teacher:	Who has told you that?
Student 2:	Pues la verdad, luego entre nosotros mismos, o nuestros papás y así.
Student 3:	-a girl- Es que, Miss. Se cree que los hombres por ser hombres no deben llorar, pero ellos también pueden y no está mal.
Teacher:	That's right, men can cry and it's ok! But Why do you think it is said that men mustn't cry.
Student 4:	Yo, Teacher. Porque luego dicen que no es de hombre llorar, que parecemos mujeres.
Student 3:	Pero eso no está bien, nosotras no solo lloramos, ustedes igual y está bien.
Teacher:	Very good, so do you think that the fact about men mustn't cry is a social belief?
Class:	¡Yes!
Student 5:	Es que pues ese comentario es comúnmente dicho por hombres sobre que por el hecho de ser hombre no debes llorar.

Note: The above data was collected and extract from the practice diary (Miramón, 2023: March 24th)

During this part of the class, it was possible to recognize among the male students a feeling linked to the social pressure they tend to experience due to what the society and others will say about their actions and behaviors,

since although it was execute an analysis over time of this issue of crying in males and what society in general tends to believe concerning what being a man means as well as what it is to be a woman which has been built culturally.

Besides, it is not necessary to move backwards to realize that it is not the same to be a man in the 21st century as it was 50 or 30 years ago, as over the years there have been changes at a social, cultural and even historical degree about what is denominated as masculinity as well as all the prejudices and stereotypes that it brings with it, where comments and beliefs due regard with what it is to understood as being a man are the foundations on which gender stereotypes are built, simple reflexes of social and cultural beliefs about activities, roles, characteristic traits or attributes that distinguish women and men (Delgado et al., 1998).

It is in this way that during this brief reflection exercise as for whether men can cry or not, a certain critical transformation and progress could be seen reflected with respect to a new masculinity which, according to Cidón (2021), has to do with the desire of many men to create and live in an egalitarian society, as well as teachers must promote this type of activities and discussions among our male students where they are allowed to continue exploring, asking questions and empathizing with women and the obstacles they face in their daily life, all this in order to achieve a more equal and equitable society. Reminding that these stereotypes not only affect women but also men and vice versa, resulting in future problems such as sexism, machismo, patriarchy, gender violence, among others.

Nevertheless, these beliefs, are not conscious choices that can be accepted or rejected individually, but arise from the collective space, from heredity family and all areas in which each person participates. Therefore, these beliefs are a social construction that begins from the birth of the individuals, who enhance certain characteristics and abilities according to their gender and sex which inhibit others, so that those around them give them a differentiated treatment or opportunities which tend to be reflected in the way they relate to them, resulting in gender discrimination.

However, it is through interaction with other media that each individual may obtains new information which could lead him or her to reaffirm or reconsider their ideas about the feminine and the masculine.

Moreover, a handout was provided to the pupils about social norms and beliefs imposed by the society (see appendix D). Then, the students need to identify them and share their thoughts about why do they consider them as a standard or belief imposed by society as well as how do they affect people's life opportunities.

Table 11

Discussion and identification of gender stereotypes embedded in traditional social rules through the critical thinking.

Paragraphs	Student's comments and reactions	How does this belief could affect people's life?
The girls have to come to school wearing a skirt and with a ponytail, they must not wear pants. Also, girls must not cut their hair like boys it make them look bad and like a boy.	**Teacher:** What social beliefs or stereotypes do you identify? **Student A:** Amm.. girls have to wear a skirt? Que las mujeres debemos usar falda. **Student B:** Girls must not cut their hair like boys. **Student C:** must not wear pants. **Teacher:** Ok, but who? Who must not wear pants? **Class:** Las chicas.	Student A: Porque, cada uno puede peinarse como quiera, ya que eso no necesario para decir si pareces niño o niña.

Paragraphs	Student's comments and reactions	How does this belief could affect people's life?
	Teacher: And is that correct? **Student D:** No, porque… ellas también pueden venir con pans o con lo que se sienten más cómodas.	
Women have to always take care of their children, clean the house and cook for their husbands because men have to work to get money for the house.	**Teacher:** Okay, let's see here what do you identify? **Student A:** Como el ejemplo que vimos al inicio… am… women have to always take care of their children. **Student B:** men have to work for money for the house. **Student C:** Lo de clean de house y cook, Miss.	**Student A:** Pues que sí solo las mujeres cuidan a los niños luego no practican su profesión. **Student C:** Pues que sí solo las mujeres cuidan a los niños luego no pueden ejercer su profesión.
Boys are better in subjects such as Maths, Science, Engineering, and, Technology, meanwhile, girls are better in the educational areas.	**Student A:** Boys are better in subjects like Maths. **Teacher:** Well, done, what else? **Student D:** They can´t have an own voice? **Teacher:** WHO?	**Student E:** Que se subestima a las mujeres en carreras que se cree que son solo para hombres como Ingeniería. **Student A:** Es como cuando se cree que las

| Paragraphs	Student's comments and reactions	How does this belief could affect people's life?
Women can't be doctors they might be nurses. They can't have an own voice they have to listen to the others.	**Student D:** Las Mujeres. **Class:** YES!	niñas son buenas para maestras solo por su género.

Note: Extract from the practice diary (Miramón, 2023: March 24th).

Closure

Finally, at the closing of the class students were exposure to sentences stating facts and sentences where modals verbs are used , therefore they must to match them to build free gender bias norms taking into account all the activities and examples seen in class as well as their own prior knowledge, experiences and thinking. Additionally, it is important to highlight the fact about how the sentences were design by the educator in a way where there is not just one and only possible option since there are various possibilities of combination and creation of statements which may allow the learners to think outside the box and find out as much possibilities as they can create.

Figure 16

Matching and building of free gender bias sentences.
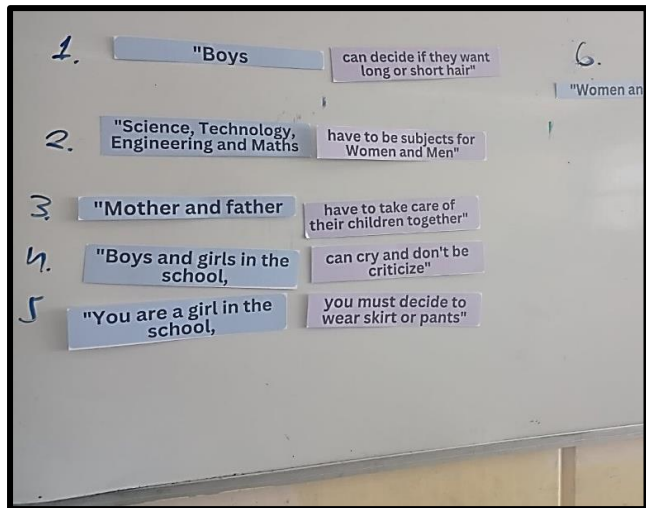
Note: The above pictures illustrate the activity about matching, and mixing statements to create free gender bias sentences.

Consequently, some of the sentences that the students created with the without help of the teacher and by themselves were:

Table 12

Some students' sentences concerning social beliefs.

Student 1:	Boys can decide if they want long or short hair.
Student 2:	STEAM have to be subjects for women and men.
Student 3:	Mother and father have to take care of the children together.
Student 4:	Boy and girls in the school can cry and do not be criticize.
Student 5:	You are a girl in the school, you must decide to wear skirt or pants.
Student 6:	Women and men must be heard.
Student 7:	Men can cry and do not be critize.
Student 8:	Boys and girls can decide if they want long or short hair.

Student 9:	Women must be heard.

Note: Extract from the practice diary (Miramón, 2023: March 24th).

During this activity it is necessary to highlight the way in which students were able to first relate the two parts of a statement as the first students to pass did not take more than five minutes, to later review them as a group and see if the majority agreed or not. It is in this part where the teacher's role as a guide is vital because once the first sentences were reviewed. The teacher asked, "Do you think there's another way to match these sentences? And it was this question that allowed the learners to begin to analyze further and think of different possibilities for creation.

It is thus worth mentioning the importance of analyzing the questions that the teacher designs and constructs, seeking not only to remain in the reflection but in possible actions that the students themselves can carry out to counteract stereotypes, for men and women.

Likewise, the classroom is the context where a series of academic learning and social behavior are acquired; among the interaction, language and attitudes, besides, the accumulated cultural capital is transmitted from generation to generation. Hence, in this endoculturation process, the roles that patriarchal society has assigned unequally to each gender are unconsciously assumed by the students as it has been pointing out through this paper.

In this way, by observing, interpreting and analyzing the interactions that occur inside the classroom, as well as through the activities, it allows the educator to identify certain gender stereotypes that are present and persist in the school context in many ways such as in communication, games and in the functions that girls and boys assume.

In addition, there was the existence of the opportunity to raise awareness among students and guide them in identifying all those imposed social norms, and gender stereotypes with the aim of combating them without letting aside the English content of the class.

Besides, it is noteworthy to note how through this activity there could be a certain process in terms of identifying certain norms imposed by society as well as gender stereotypes where students could perform a slightly more critical analysis and question themselves, with the help of the didactic resources provided. However, it is necessary to mention that certain social beliefs existed, such as the one that Women can't be doctors they might be nurses" which was one that few students identified with since most of them ignore it.

4.3. Third Cycle

The purpose of this third and last cycle is mainly focused on students being able not only to identify and associate stereotypes and gender roles that still prevail in society but also to be able to find and propose a possible solution to this issue such as its dissemination, where they can help more people to learn about the matter and to be sensitized about it.

Thus, during this third cycle, it was attempted that everything that has been worked within the classroom would not only stay there, in the classroom but would go beyond it. For this reason, again, didactic resources and activities were adapted to allow students to be able to develop a mini-project in teams, which will allow them to become agents of social change and sensitization to fight against these issues. Remembering that it is necessary to have knowledge of the social reality since it is essential to have a sufficient understanding of the relationships between genders and the real social conditions in which men and women live.

4.3.1. Third Intervention Planning

During this third intervention, continuity was given to the topic of modal verbs: must, have to, should, might. However, this third intervention is mainly focused on the production by the study group with the aim of promoting both the gender approach and gender equity in order to promote fairer, non-discriminatory, and inclusive societies.

The above is supported and based on the fourth and fifth goals of the 2030 Agenda, as well as on the principles of Inclusive Education that recognize the importance of incorporating the gender perspective, gender discrimination, stereotypes, gender bias, and mainstreaming within the contents, and didactic resources of the classroom whenever possible and there is the possibility of doing so.

Figure 17

Lesson plan of the class session number 4 of the practice period May 8th to June 2nd

Note: The above picture illustrates the lesson plan and activities for session number four which has as main objective that students to rewrite imposed social norms or beliefs using the correct modal verbs and socialize them into their school context.

4.3.2. Third Intervention: Actions Overview

Table 12

Lesson plan description: Rewriting imposed social norms or beliefs using the correct modal verbs and socialize them per teams.

Main objective of the class: Students to rewrite imposed social norms or beliefs using the correct modal verbs and socialize them into their school context.

Teacher's aim: To raise awareness of social beliefs and stereotypes where students must be able to recognize them and rewritten.

This lesson supports the Fourth and Fifth Goal from the SDO: Quality Education and Gender equality.

Purpose/Description	Picture

Moment of the class: Beginning

The students will be introducing into the lesson by playing Kahoot and reviewing the use of modal verbs.

Purpose: To review key vocabulary to be used within the mini-project.

Note: This stage of the lesson will be summarized and review quickly since it does not provide crucial data for the research concerning the topic.

Moment of the class: Development

After reviewing the content of modal verbs, the teacher explained to the students that in today's lesson they will be working on a mini-project concerning what they have seen among these last classes but with the aim of socialize and sensitize to others through their final products. Therefore, the teams were provided a handout which contains a set of modal verb
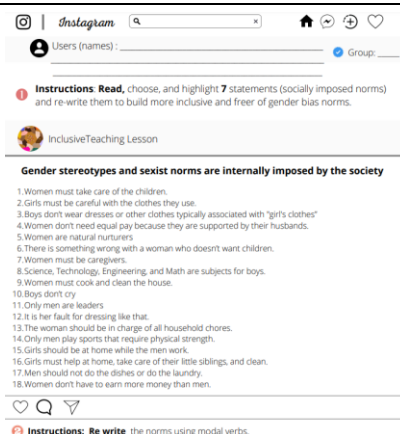
sentences about common comments or ways of thinking related to social issues such as gender stereotypes, social beliefs, sexism, patriarchy, among others.

After read all of them in group the teams have to choose seven of the eighteen statements propose and these must to be re-written by the learners.

Besides, the significance of the use of modal verbs in their project was emphasized, which will help them to give more emphasis to each of the rewritten sentences. Likewise, one of the guiding principles of their project was a critical reflection by teams, under the guidance and support of a gender perspective, taking as a starting point the students' thoughts and reflections, where the teaching guidance is minor in the process of socialization and discussion by teams. In this way, the teacher's role is primarily focused on monitoring and providing feedback to the students with respect to their work.

Moment of the class: Closing
Once each team has reviewed and corrected their sentences, they can move on to create their Instagram post

in which they will compare the discriminatory and exclusionary practices that are commonly propagated in our society (instead of) and what should be promoted (try this). Once they finish they mini project they must deliver to the teacher through the classroom platform so their work could be uploaded to the academic Instagram profile previously created by the educator where the students' work will be socialized on the social media under some hashtags such as #inclusionmatter #genderbias #againstgenderstereotypes, among others. The main purpose of this activity and project is to not only try to raise awareness through social networks about the issue but also to motivate students to continue creating and raising their voices since they are important and must be heard inside and outside the classroom.
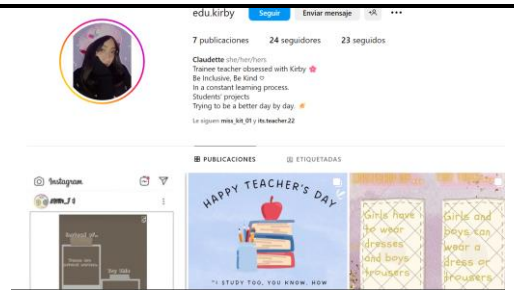
Note: The table provides a detailed description of all the activities to be developed during the third intervention cycle. Moreover, the fact that the activities are based on the fourth and fifth Sustainable Development Goals (SDGs) of the 2030 agenda, as well as provide continuity to the second cycle.

4.3.3. Student's Reactions and Comments about the Class and Activities

Beginning

Throughout the warm-up and review activity, which was a fill-in-the-blank exercise applied through the Kahoot! application, some aspects

regarding the academic performance of the students during the game could be observed. The first aspect evidenced a better understanding and contrast on the part of the students concerning the content and grammatical use of modal verbs under certain situations and contexts, besides the observation that while answering the prompts in the shortest possible time they were not only quickly analyzing the statements, they also showed a sense of competitiveness during the activity since they were conscious that they had to answer fast but accurately enough to get points and be ranked among the first three places if they wanted to win.

On the other hand, it could be identified that in this type of review activity through the implementation and use of digital resources (games), students tend to demonstrate greater interaction and participation within the English class and in the classroom, This can be argued based on the presence of an internal desire to win and defeat all their classmates, which was manifested through some comments by the students such as "te voy a ganar" "si contesto rápido voy a estar entre el primer y segundo lugar" "les voy a ganar a todos" "vas a perder "X", porque yo si pongo atención a las clases" (Miramón, 2023: May 11th).

Development

To commence with the discussion of the intervention at this stage, it is interesting to point out the reaction of the students with respect to the activity, since as soon as they were told that their work would be uploaded to an Instagram page, this immediately provoked positive comments, excitement and enthusiasm on the part of the group with respect to the activity, since, although it is a school project, it includes and has a great weight in the social and equity part of the project process, besides the aspect of working as a team.

Similarly, some of the students' comments were:

Table 13

Students' reactions about the mini-project idea.

Teacher: Then, I will upload your projects to the Instagram page. ¿Vale?
Student A: ¿Entonces los va a subir a su Insta, maestra?
Teacher: Yes, well I created one special for the class. Cree uno que este dedicado a sus trabajos y proyectos.
Student B: ¿Y si se vuelve famosa, profa? ¿La va a borrar o nos va a dar crédito?
Teacher: Obvio ustedes tendrán los créditos, es su trabajo y recuerden que podrán compartir y darle like a los trabajos que más les gusten de sus compañeros, ¿Qué les parece?
Student C: Sí, sí, sí. Maestra, esta chido.
Student D: Pero nos pasa el nombre del Insta, profa.
Student E: ¿Y nos va a dar follow también a nosotros, Teacher?
Student F: Y nosotros podemos darle el diseño que queramos, ¿verdad?   Teacher: Yes.   Student F: Valeee, para hacerlo bonito.

Note: Extract from the practice diary (Miramón, 2023: May 11th).

On the basis of the above, two major aspects can be deduced, 1) that by relating aspects with which students have daily contact such as social media with respect to academic issues may help to generate a positive effect by implementing things they like, and 2) the significance and effect it can have on students to see that what they work inside the classroom not only remains there but that this time it can be seen by more people and not only by their classmates and teachers, provoking in a certain way excitement and expectation about how people outside the school and classroom will react to their work if they will see it or even comment and share it.

On the other hand, another point to be discussed was the formation of teams, which was proposed by the study group itself, where they collectively proposed the free formation and integration of teams. This is how the decision was made to hold a mini vote where it was democratically decided that the pupils would be the ones to decide how to form the teams, with the stipulation that no child would be left out of the teams.

Nevertheless, it is necessary to comment that contrary to the groups excluding students, there were two cases in which a student commented that he wished to work individually, while on the other hand, two students preferred to work in pairs instead of teams of five people. Nonetheless, it was decided not to give in to these cases because the majority of the students had previously decided on the form of work, besides the fact that teamwork is fundamental during this project, since the main aim is for the learners to discuss, make use of critical thinking and interact among themselves in order to reach new proposals, more inclusive and equitable, as a result of dialogue, exchange of ideas, analysis and contrast of ideas and thoughts concerning all this social aspect against gender roles, gender blindness, gender gaps, exclusionary ideas as well as gender bias thinking which could not be done or have the same effect if it were done individually.

Thus, in some cases, the teacher was obliged to assemble teams randomly with those students who showed some indecision as to whom to form their team with, bearing in mind that teenagers should raise awareness about the importance of developing cooperative skills while working in teams since having a common goal pushes them to join efforts, communicate, cooperate and in some cases strengthen their interpersonal relationships. Additionally, it was taken into account the affinity between students and the way the interact based on direct and indirect observation from previous classes and school breaks.

In addition, it is worth mentioning that the final formation of teams showed a wide diversity where there are teams made up of only male students, another team formed by only female students, another where there was only
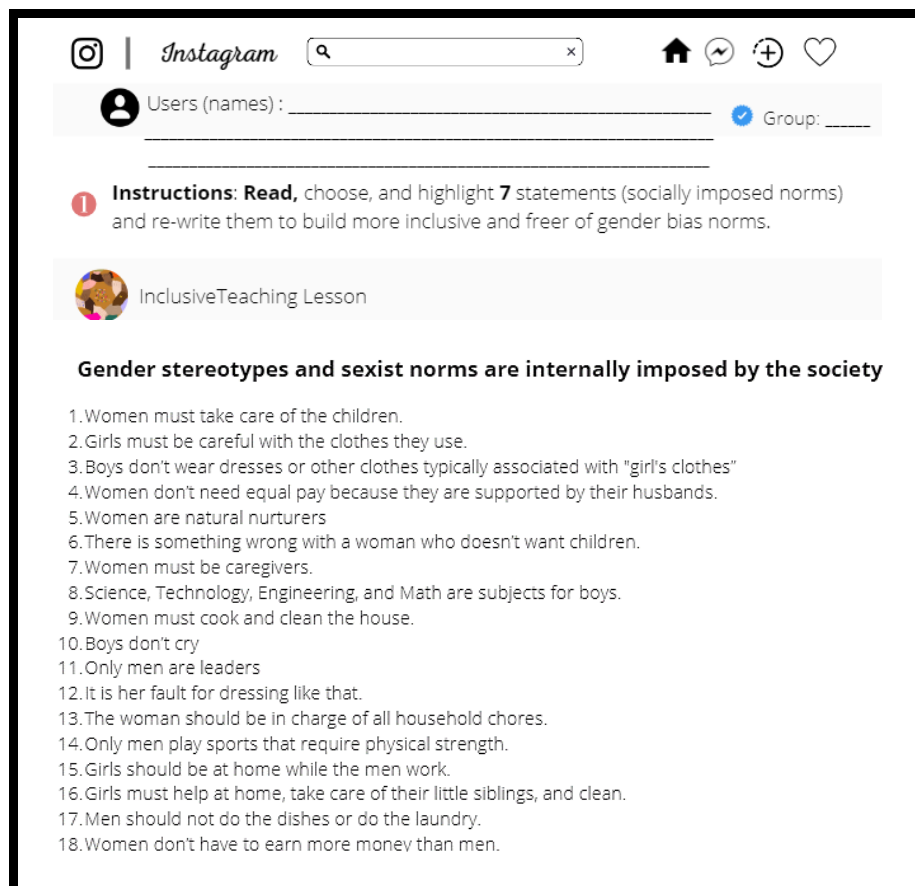
one girl in the whole team, while in another there was only one boy and the rest were girls, etc. Moreover, a team leader was assigned to each group by the teacher who will be the mediator among the members of the team as well that will help the teacher to monitor everyone on their team is working.

Now, during the development phase of the class, the participants were grouped with their corresponding team and were supplied with a handout containing fifteen sentences related to gender roles and sexist norms that currently tend to continue to be heard throughout society and in families, so it was explained to the students that as a first activity, they should read them and select the seven that were most interesting to them and called their attention as a team, those that aroused some concern or simply those with which they did not agree.

Figure 18

Handout about Gender Stereotypes and Sexist Norms Internally Imposed by the Society

Note: The above figure illustrates the handout provided to students will serve as the basis and guide for the students' mini-project to be develop.

In the course of the activity, two main aspects could be appreciated which were 1) the teams which were integrated based on the decision and suggestion of the students themselves were those which did not present any particular problem with respect to the decision and discussion of the sentences they would choose for their final project, on the contrary, these were the same teams which quickly talked, selected and decided which ones to use without any major problem, while on the other hand, 2) despite the fact that there were groups that did not decide one hundred percent of the members that would constitute their team, even so, during the discussion and teamwork, they tried as long as possible to avoid conflicts or discussions regarding the work.

This is reasonable with respect to how the group is in general in terms of behavior and attitude since they are characterized mainly by being a respectful group that is able to listen and reach agreements as a whole, which was a great help during the class work.

However, this is not to say that there were no challenges to be faced later on, but before getting to that part, the above described with respect to communication and team relationships is supported and based on some of the following comments made by students during the activity.

Table 14

Teams' interactions

Team number	Comments
Team 2: Everybody on this team is a boy.	Student 1: Yo digo que seleccionemos el que ya habíamos visto antes sobre que no solamente Women deben cuidar a los hijos. Student 2: Va, yo digo que el 18 también esta cool para cuando lo cambiemos ahorita.

	Student 3: A mí me llamo la atención del de sports, porque pues simplemente ahorita en la escuela hubo tanto torneos de futbol femenil como varonil.
	Student 2: Si, si, sí. Y ves que hasta se puso bueno el partido de las chicas.
Team 3: There is only one girl in this team.	Student 4: A mí me llama la atención el que habla sobre las materias, ya que al final del día todas son para todos, nosotros tomamos las mismas por igual.
	Student 5: También hay que poner el que habla sobre cook y clean, porque bueno todos debemos ayudar. Y además tiene relación con respecto a take care of the children ya que ese igual forma parte de las responsabilidades de ambos géneros.
	Student 6: El de Boy can't cry, hay que usar ese ya que ustedes también lloran, no solo nosotras. Boys and girls can cry.
Team 4: Everybody on this team is a girl.	Student 7: Estamos todas de acuerdo con el de It's her fault for dressing like that, ¿verdad?
	Student 8: Sí, porque nos deben de respetar usemos lo que usemos, no tiene que ver con la ropa. Me choca cuando nos dicen que según es por provocar.
	Student 9: Entonces igual podemos usar el segundo que se relaciona con el que dijiste. Bueno en si todos tienen una relación entre sí. Teacher, ¿cómo se dice, no tiene nada que ver?
	Student 7: Sí es cierto, todos tienen relación.
	Teacher: It has nothing to do…

Team 5: There is only one boy in this team.	Student 10: Hay que poner el de cocinar y el del cabello largo.
	Student 11: Sí, ven que aquí hay niños que lo traen largo y no debería ser un problema.
	Student 12: El de wear Pink and Blue.
Team 6: Everybody on this team is a girl.	In this team the discussion was more like everyone chose one and then the two last were decided between all.
	Student 13: Teacher, ¿qué es nurters?
	Student 14: Ese esta cool para que lo hagamos.
	Team: Entonces los últimos dos serían el de Women are natural nurters y el de boys can't cry.

Note: Extract from the practice diary (Miramón, 2023: May 11th).

Based on the comments, it can be inferred the positive effect of listening to their comments and taking into account their decision of which team to work with, which allowed the avoidance of possible conflict situations, since it should also be mentioned that at any moment during the discussion and selection of statements in the teams where there were only a smaller number of boys or girls, it was not seen that these were disregarded or ignored, on the contrary, they were integrated successfully into their teams.

Besides, the discussion among the teams was mostly based on respect towards each other where if there was any discrepancy they could solve the problem based on what the majority of the team decided, but before that, each one was given the opportunity to justify the reason for their choices and proposals, as well as to clarify how the rewritten sentences would result once they were selected, where the students sought to collaborate in the formulation of these, focusing mainly on whether they would add a word or merely change the modal verb or not.

Thus, this situation revealed that for the most part, the teams mainly chose several similar sentences to work on their projects, in which sentences such as numbers three, four, six, and seventeen were the ones that most were ignored. However, it is pertinent to stress the fact that these statements are linked to or state the same ideas and thoughts with different wording. In addition, this situation was noted by a student from team four in which the comment was "Entonces igual podemos usar el segundo que se relaciona con el que dijiste. Bueno en si todos tienen una relación entre sí". Hence, this may account for the process of reflection and analysis through critical thinking conducted by the students with respect to the activity.

Closure

Finally, it should be noted that not all the teams finished their first draft completely, so they were given a review of their progress before the class ended as well as recommendations and general corrections to be considered for the final realization of their mini-project (Instagram post) which must be delivered digitally in the classroom assignment for subsequent evaluation in terms of the content of modal verbs and grammar on the one hand, and on the other hand if it complies and reflects the social aspect and inclusiveness that was seen in previous interventions as well it would bring to light how much the students thinking has been changed after all the intervention or not.

Although attempts are being made to provide as much continuity and implementation as possible to this series of activities, certain gaps remain such as regards the time when the trainee teacher is absent due to the fact that the internship periods cover predetermined dates and therefore the teacher is not in permanent accompaniment with the study group. Consequently, several times it has been necessary to retake and review certain aspects and even topics.

Figure 19

Students' draft of the final mini-project against gender inequality.

Gender stereotypes and sexist norms are internally imposed by the society

1. Women must take care of the children.
2. Girls must be careful with the clothes they use.
3. Boys don't wear dresses or other clothes typically associated with "girl's clothes".
4. Women don't need equal pay because they are supported by their husbands.
5. Women are natural nurturers
6. There is something wrong with a woman who doesn't want children.
7. Women must be caregivers.
8. Science, Technology, Engineering, and Math are subjects for boys.
9. Women must cook and clean the house.
10. Boys don't cry
11. Only men are leaders
12. It is her fault for dressing like that.
13. The woman should be in charge of all household chores.
14. Only men play sports that require physical strength.
15. Girls should be at home while the men work.
16. Girls must help at home, take care of their little siblings, and clean.
17. Men should not do the dishes or do the laundry.
18. Women don't have to earn more money than men.

♡ Q ▽

♡ Q ▽

② **Instructions: Re write** the norms using modal verbs.

1. men and woman can take care of chidren.
2. boys and girls can wear the clothes in which they feel safe.
3. all subjects are for both gender.
4. boys and girls can express their feelings as they wish
5. both genders can do all the household chores.
6. boys and girls can help at home.
7. men can do housework too.

Note: The above figure illustrates a team's draft of their final mini-project about modal verbs and gender stereotypes and sexist norms internally imposed by the society.

The students' mini-projects were uploaded to the Instagram page where students will be able to socialize and interact with their final work through social networks as well as be part of a positive change engine or solution through the creation of posts that allow those who read them as well as themselves to be sensitized, awaken a greater interest about the importance of combating roles,

stereotypes and discriminatory practices that may be generating these gender gaps not only in education but also in society in general, while allowing students to reflect through critical thinking about the things they interact with and listen to on a daily basis.

Figure 20

Instagram page for the socialization of the student's mini-projects
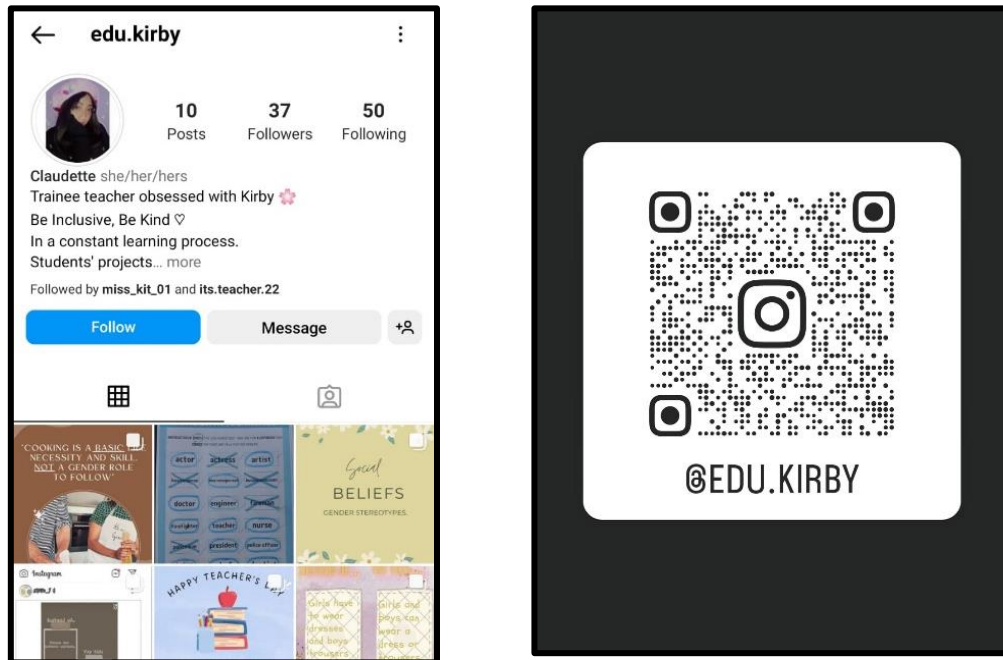
Note: The illustrations above illustrate the name and code QR for the Instagram page dedicated to all the students' projects where they can have the opportunity to share their work, possible solutions as well as socialize their project outside the classroom.

4.3.4 Third Cycle General Reflections: Analysis of the Students' Mini-Projects

After reviewing the projects submitted by the students, certain aspects were identified, such as 1) The students, through their projects, demonstrated greater proficiency at discussing and transforming statements about gender roles, stereotypes, and even sexist comments to more equity and inclusive ones which combat these exclusionary beliefs and ideas. 2) However, there are still some errors in the spelling of certain words such as the word "men", punctuation, and capitalization. Therefore, it can be mentioned that each team

received feedback through comments and suggestions on certain errors regarding the grammatical and writing part of their statements that were communicated through comments in the classroom assignment, as well as in class, where the most common errors identified in the projects were reviewed.

Despite this, it is essential to reiterate and emphasize that the students' level of English proficiency is A1, with a few exceptions of A2 (4 students) and one student at level B1 according to the MCR which, as mentioned above, was obtained through the application of a diagnosis conducted at the beginning of the research. 3) Consequently, these are common and understandable errors with respect to what a proficient A1 English speaker can do, since according to the Council of Europe (2020), this level corresponds to elementary language users, in other words, individuals capable of communicating in everyday situations with frequently used expressions and elementary and common vocabulary.

This is how, although the students made some mistakes in their work, they really demonstrated good use of the language for writing their sentences. Bearing in mind that all those presented errors represent an area for improvement that can be further worked on and strengthened throughout the classes. Besides the fact that were two teams that did projects that were practically perfect and one of them that had zero errors was the one who had the student with the highest English level in the class as leader and monitor.

Moreover, 4) the students' mini-projects indicates that there has indeed been significant progress with respect to the way in which students perceive, analyze and interrelate not only the statements and activities developed in class since their projects are a reflection of this, where their critical thinking and analysis demonstrate how they were able to impact on the meaning and message conveyed by making certain modifications in terms of changing and adding particular words and modal verbs.

Thus, it may be mentioned that this project contributed to enriching the previous cycle of intervention, since although in the second cycle the students were able to recognize gender roles and stereotypes as well as exclusionary

ideas, and now this third cycle helped to complement and reinforce this through an Instagram post in which the pupils were the ones who analyzed, selected, discussed, reflected and above all produced a product that can be socialized and not only remain in the classroom, although these may not have such a wide reach, is a start which will permit the learners to realize they can indeed contribute in different ways to combat all gender inequalities and gaps as well as to acknowledge the importance of raising their voices and sharing what they think about this issue since all this gradually contributes not only to sensitize and raise awareness among the students but also among those around them such as educators, parents and even classmates from other classrooms.

Figure 21

Instagram mini-project product

Note: The above picture illustrates one of the mini-project develop by the learners about rewritten social beliefs, sexist comments and gender roles and stereotypes for more inclusive thoughts.

Additionally, during the next day class, a situation emerged in which certain students were wearing shorts because they participated in the soccer tournament, which led the head English teacher to show certain discomfort with respect to the students' clothing to the point of calling their attention to them and commenting, ¿Por qué estás exhibiendote? ¿Quién más tiene short? "Tienen que venir con el uniforme completo". In this situation, some of the comments were the following:

Table 15

Do the students will react to a gender discriminatory practice?

Student A:	Pero el orientador nos dio permiso.
Titular:	Sí, pero yo no te doy permiso.
Student A:	O sea que yo porque soy mujer no lo puedo usar, pero si mis compañeros lo usan no hay problema. No me parece, porque el short es parte del uniforme.
Titular:	No me importa, te vas a cambiar primero y cuando acabes vuelves al salón.

Note: Extract from the practice diary (Miramón, 2023: May 12th).

Thus, the situation previously described reflects how some students are gradually starting to question and reflect and even raise their voices more and more regarding this type of situations that still tend to occur in schools, which threaten their rights, such as the right to receive a quality and inclusive education, which stipulates that the learners cannot be denied or denied their right to education. Furthermore, it should not be forgotten that ensuring gender equality is a global priority stated by UNESCO and combating gender disparities in the educational field is the responsibility of all of us.

However, at the same time, it is important to emphasize that the aforementioned reactions and decisions made by the titular teacher often have to do with their socio-historical and cultural context, which sometimes causes

a person to be unconsciously insensitive to certain issues, resulting in what is called gender blindness as well as forms of Gender-Discriminatory Language through a hidden curriculum.

4.4. Achieving Gender Fair Teaching: Teacher Checklist Instrument Comparisons along Interventions.

This instrument plays a vital role as a tool that can serve as a guide and enable teachers to continuously reflect on their own self-assessment process and enhance not only their teaching practice and interventions but also the resources they use to which their students are constantly exposed.

Moreover, an important point to bear in mind is that the instrument was adapted from Washburn University (1999) with the primary objective of supporting and guiding educators to develop critical thinking and awareness from a gender perspective concerning two major areas 1) teaching practice and 2) didactic resources, which will allow them to gradually transform their pedagogical practice and contribute to combat and sensitize learners to the importance of first of all recognizing all the gender inequalities that are present every day at schools through different forms, such as the language used by the teachers and students, the coexistence agreements within the classroom, the didactic resources and its content, among many others.

As well as the long-term possible negative consequences that these might represent for both genders, but mostly for women in terms of their labor growth and career performance, reduced salaries, prejudices, and gender roles, as well as lack of representation and recognition within society, among others.

To commence the analysis of the instrument (checklist) it is pertinent to mention that the tool was digitalized with the purpose of making the data collection process automatized and more accessible, thus the same instrument comprises three responses corresponding to each one of the cycles of intervention through the Forms Office software application at different moments in time.

The instrument consists of 17 items (see Table 16) and is divided into two main sections previously mentioned 1) Teaching, which encompasses

statements related to the behavior and practice of the educator in the classroom and 2) Regarding didactic resources, this section covers not only the design, types of resources and materials used in the classroom but also their visual content, representation, language and vocabulary used, etc.

As for the evaluation responses of the instrument with respect to the items, there are three "always, usually, and do not (not observed or performed)"

Table 16

Achieving Gender Fair Teaching: Teacher Checklist

Achieving Gender Fair Teaching: Teacher Checklist			
As an educator must serve as a model for the learners, therefore it is possible to say that a teacher significantly affects students' attitudes and behavior. Use the checklist to assess the model you are to your students.			
In Teaching I:	**Always**	**Usually**	**Do not**
1. Provide the same learning activities and projects for students (rather than different ones such as more labs for males, and more seat work for females).			
2. Set the same standards of behavior for all students in the classroom (i.e., attention, quiet, participation, etc.).			
3. The same disciplinary action reprimands are applied to students for misbehavior.			
4. Avoid comparing men to women or vice versa in terms of behaviors,			

attitudes, and achievements (e. g., Women did a better job).			
5. Use of gender-neutral language (i. e. friends, learners, folks, etc.)			
6. Give equivalent attention to both genders (rather than more criticism for men, support for women, or vice versa).			
7. De-emphasize competition on the basis of gender.			
8. Establish a classroom environment where harassment based on sex, gender, race, or disability is unacceptable and does not exist (when you see the students perpetuating gender stereotypes stop and talk about it).			
9. Establish and apply the same grading system to both genders.			

Regarding didactic resources, II:	Always	Usually	Do not
10. Provide the same course content for both genders.			
11. Incorporate the topic of gender discrimination, stereotyping, and bias into regular course content and discussions whenever possible.			
12. Involve students in identifying examples of gender discrimination, stereotyping, and bias in textbooks,			

curriculum materials, media, and other resources.	
13. Adapt and complement stereotyped didactic materials by making them free of stereotypes.	
14. Use activities and resources that show changes in gender-stereotyped roles (i.e., male child care worker, woman as a taxi driver).	
15. The materials used in class are gender balanced (equal presence of men and women in different fields such as politics, science, arts, etc.)	
16. Students are reflected and represented in the materials you see.	
17. Screen books, posters, and other instructional materials for gender balance.	

Note: The checklist above was adapted from the Washburn University, 1999 by Miramón, 2023.

Analysis and Comparisons of the Instrument Data Collected During the Three Intervention cycles.

Figure 22

Results of the Self-assessment Instrument First Section: In Teaching

TRAINEE TEACHER SELF-ASSESSMENTS RESULTS

I. IN TEACHING:

- ■ 1st Intervention 15.02.23
- ■ 2nd Intervention 24.03.23
- ■ 3rd Intervention 11.05.23

	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9
1st	always	always	do not	always	usually	usually	always	usually	always
2nd	always	always	always	always	usually	always	always	always	always
3rd	always	always	always	always	always	always	always	usually	always
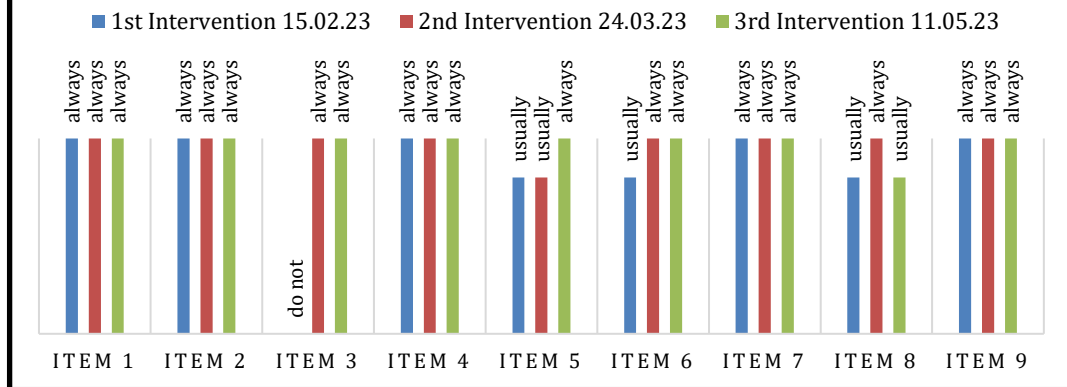
Note: The above graphic evidences the comparison about the teacher's behaviors concerning her practice along the three intervention cycles of the research.

Some of the most important results to highlight and which are reflected in the graph above are:

Firstly, the fact that the trainee teacher acknowledged that during the first cycle of intervention, there were moments during the classes in which both female and male students committed actions or behaviors that denoted indiscipline and even hindered the learning process of other students by not letting them listen to the instructions, shouting, bothering them, taking their belongings, etc.

Thus, when applying certain reprimands or simply calling attention to them, the teacher tended to be more tolerant and patient with women than with men and even on certain occasions simply ignored or overlooked such behaviors in women, excusing herself that "they were working". This resulted in a practice that was neither inclusive nor fair to all students, of which the teacher was not aware and did not take into account that it could lead to possible situations such as dissatisfaction on the part of the male students in the first place, as well as some abuse on the part of the girls knowing that the same rules would not apply to them as to the boys.

On the other hand, it is crucial to consider and emphasize the fifth item, which undoubtedly is something to be discussed and reflected about, since the use of neutral language is certainly an aspect that is not often taken into account by educators or sometimes it is not considered as important as it should be, as in my case, which is reflected in the graphic, where at the beginning of the practices, this aspect tended to be ignored, indicating a lack of awareness and sensitivity on the part of the teacher-in-training.

Therefore, this demonstrates how at the beginning of the first cycle and even during the second intervention, the teacher continued to occasionally present this type of language where she drew or marked a line between both sexes by using words such as "boys and girls" "sweetie" "honey" "ladies", etc. Furthermore, such language practices can even have an impact on students' self-perception and can lead to other issues such as forms of gender-discriminatory language, such as sexist comments which perpetuate the rights of learners and may affect their educational performance.

In addition, the inclusion of gender-neutral terms within the classroom when addressing students or in their assignments and activities is a means to combat and help to eliminate all those biases and assumptions regarding someone's gender identity based on appearance (Sager, 2022). In this way, the use of gender-neutral terms (neutral language) in classes and classrooms can help to promote inclusion in the school by the teacher in front of the group by implementing and teaching pupils these terms so that they may use them with their own classmates and people from their social and family circles, as well as fostering the creation of an enriching environment for all.

Lastly, it can be stated that there was a great advance during the last intervention in terms of the vocabulary used by the trainee teacher, where the previous examples such as ladies, boy, and girl, among others, were replaced by words such as "everybody", "folks", "people". However, this does not mean that during the previous interventions, neutral terms were not used, on the contrary, since it was even during the first cycle where a lesson about gender was addressed within the vocabulary of professions and occupations,

nevertheless, there were some moments where the educator overlooked certain vocabulary used in class due to the habit she had of using it.

As for item number six, it is worth mentioning that during the first cycle of intervention, males students tended to receive more attention when participating because they were the ones who mostly raised their hands to participate or speak loudly which sometimes caused that female students voices and participations were silenced or overshadowed by the voices of men situation that was uncover while the first evaluation trimester where the trainee teacher had to implement new strategies and activities to help all the students specially the women to get more participations not be affected in regards to their grade.

Consequently, to avoid these situations, from the second and third intervention, the democratization of participation began through the use of digital tools such as roulette, raffle, etc. to avoid these situations. This allowed all students the opportunity to participate and express their doubts without the gender having to be involved or affect and/or favor one gender over another.

Finally, in relation to item eight, it is noteworthy how this item fluctuated during the three intervention cycles since establishing a classroom environment where harassment based on sex, gender, race or disability is unacceptable and does not exist is undoubtedly a challenge to be faced , which requires hard work to combat it progressively through various activities and practices that help students and teachers to become aware of the relevance of these issues so that they are taken with the seriousness they deserve to be considered, in order to contribute to the creation of schools where nurture academic achievement, the providing of physical and emotional safety as well as gender perspective, practices and gender mainstreaming are common goals and objectives for all educators.
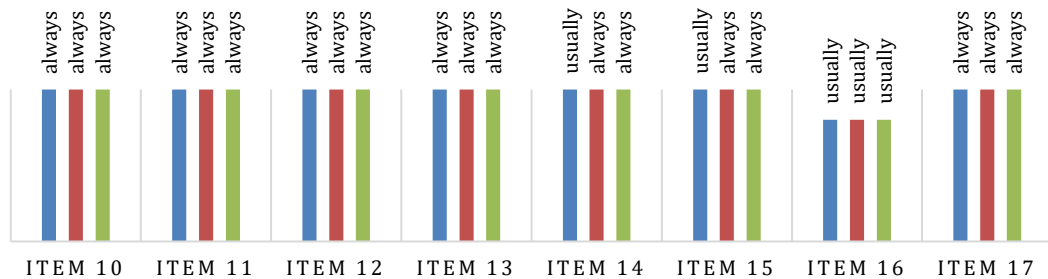
Figure 23

Results of the Self-assessment Instrument Second Section: Regarding Didactic Resources

TRAINEE TEACHER SELF-ASSESSMENTS RESULTS

II. REGARDING DIDACTIC RESOURCES:

■ 1st Intervention 15.02.23   ■ 2nd Intervention 24.03.23   ■ 3rd Intervention 11.05.23

	ITEM 10	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	ITEM 17
1st Intervention	always	always	always	always	usually	usually	usually	always
2nd Intervention	always	always	always	always	always	always	usually	always
3rd Intervention	always	always	always	always	always	always	usually	always

Note: The above figure evidences the comparison concerning the use, adaptation and content of the didactic resources and activities in the English classes along the three intervention cycles of the research.

Most of the positive results obtained in the previous graph with respect to the didactic resources in my teaching practice are due to the previous research on the state of the art of the topic of the document, as well as to the previous analysis of the didactic resources (textbook) within the problem identification process, this allowed that prior to the interventions there was a previous process of planning and design of activities and materials in which several adaptations and activities were taken into account and implemented in order to combat gender stereotypes and roles within the English classes on the basis of several aspects and factors such as a gender perspective, gender mainstreaming, the hidden curriculum, the balance of gender representation in the materials, gender gaps, the importance of neutral language in the classroom, the 2030 Agenda, the third constitutional article, the principles of inclusive education, among others.

Therefore, almost all of the items (descriptors) in the checklist could be adequately accomplished from the beginning of the interventions for the most part. However, a specific item remains to be addressed with respect to the

didactic resources used within my English classes, referring to whether "Students are reflected and represented in the materials you see ", although this may sound quite simple, it has a huge impact on students' perceptions and although a greater diversity of people and representations for both genders have been included in the resources that were implemented and adapted for the English classes, there is still a gap with respect to images and illustrations that really represent them, in which they could see themselves reflected and identify with them through the didactic resources and materials they are exposed to.

Thus, a possible area of improvement to investigate and develop could be a project or initiative in which students can be models and participants of their own classroom materials, where they are the protagonists of the visual content for the illustration of their textbooks, posters, infographics, etc. This can certainly contribute to the development of a sense of relevance and real identity within the framework of inclusive education.

Chapter 5

5. Conclusions

To commence it is vital to mention the fact that during the development of the present document, the hypothesis statement as well as the purpose of the research were fulfilled. Furthermore, as we can see throughout the document it can be proved that gender roles and stereotypes persist in the educational field and not only within the teaching practices and didactic resources used in the teaching of English as a foreign language, but also through the students' thinking as it was in the case of the study group belonging to the first grade of secondary school where the results at first showed a lack of sensitivity and awareness by the students with respect to the research topic. At the same time, the existence of some oversights within the textbook used were identified, however, if it undergoes a critical analysis and a selective rewriting it could be easily improved.

For instance, some of the main failures that were present in a first instance is not only the language presented, but also the stereotypical representation of women as housewife or caregiver in the textbooks through characters that seem to be predominantly portrayed as passive in terms of personality traits, while the role of men is generally represented as a salaried worker with a greater presence in professional and essential roles in society.

Consequently, once the textbook has been analyzed, it results unacceptable to perpetuate the image of women as mere domestic workers when in reality they play such a vital and integral pillar of Mexican society and the world, for which reason the adaptation and implementation of didactic resources as well as the analysis of teaching practices that avoid reinforcing gender stereotypes is a rule of thumb and not an option to be discarded.

The above is supported and founded since part of the findings through the intervention cycles is that indeed the didactic resources, activities and practices of teachers as well as their way of behaving in the classroom play a vital role in combating gender roles and stereotypes from the minds of students through a critical analysis in which the teacher must be the first to analyze their practice and thinking. Otherwise, the educator who does not conduct a critical analysis with respect to their practices as well as didactic resources to which

their students are exposed to from an approach guided by a gender perspective and social awareness will show a lack of commitment with respect to the curricula, as well as national and international policy documents. Consequently, it is clearly the responsibility and necessity of the teachers' role in combating, forgetting and questioning the false and limiting ideas about others and about ourselves in order to be step by step closer to a truly inclusive education that prepares students to get out of the "gender box".

The second point concluded is the fact that even though it can be seen that throughout the paper how the critical transformation of my EFL teaching through the adaptation of teaching resources and activities has helped not only me as a teacher but also contributed little by little to raise awareness and combat gender stereotypes in the minds of students, it has also been shown at the same time that the impact it had for both men and women has not been the same, due to the activities and outcomes indicate the fact that the students have been increasingly developing a critical thinking and social conscience, however, those who reflected a greater impact were women and this is mainly related to the fact that they are the first and main subjects who are affected by such prejudices and roles, although this does not mean that men are not being affected as well, nevertheless, they do not face all the implications and situations that a woman lives day by day in the same way.

Likewise, it is worth recognizing the significant progress made by male students, since if we go back to the beginning of the research it is evident how they presented certain sexist thoughts and preconceptions where they were unaware of the difference between equality and equity, besides the fact that they presented difficulties to identify different forms of discriminatory and exclusionary behaviors, attitudes, beliefs and comments seen in class against inclusion and gender equity, but an advance was gradually seen, since even in the second and third cycle they demonstrated greater awareness and critical analysis in identifying the aforementioned.

Hence, further research is suggested to include proposals of activities and strategies that might help males' students to develop a deeper awareness

and sensibilization of the importance of combating gender stereotyping and prejudices.

A third point concluded is that EFL educators are insensitive and unaware of promoting and creating gender bias within their classes through their practices and resources, by either denying the distinctions they generate or believe are appropriate and natural responses for each gender. Hence, gender bias might hinder students' academic achievement and students' permanence through gender blindness, hidden curriculum, and the threat of stereotypes. As a consequence, all kinds of interaction between teacher and learners, praise, feedback, acknowledgment and disapproval as well as reprimands come into play in the transmission of gender disparities.

Additionally, another crucial aspect to bear in mind when combating gender stereotypes is the role of the educator as designer, critical thinker, facilitator, and guide of the activities during the intervention, because although it is evident that the adaptation and implementation of diverse activities based on the gender perspective, principles of inclusive education, and aiming at a change of roles in the didactic resources and activities can have a certain impact on the students thinking and concerning the critical transformation of my EFL teaching practice, it is necessary that the educator becomes the one who guides the process of reflection, involving the students and making them actively participate in the analysis, discussion, and reflection processes, otherwise, no matter what adaptations you make, or if you are the teacher who uses neutral language all the time, as long as you do not involve and make the learners actively participate in this process of analysis, they will go unnoticed, especially if they are teenagers, since they are at an early age where although it can be done to develop certain skills and contribute to combat their minds all the prejudices and roles imposed internally by society, the presence of the teacher as a guide and social agent of change is necessary.

Moreover, I invite you to implement and utilize the proposal of self-assessment tool within this document (see table 16), which can serve as an initial guide for the analysis of your teaching practice and all the didactic resources that you use. Furthermore, an infographic (see figure 24) with vital

aspects to be considered to avoid the reinforcement of exclusionary practices and gender biases in your classrooms is socialized with you.

Besides, it is necessary to stress the relevance of the study and research of gender issues which is very compelling and should be pursued in a variety of environments, not only in education. Thus, it is suggested that for better management and success in the classroom, EFL educators at all levels should be trained in gender perspectives, discriminatory practices based on gender roles and stereotypes, and that the idea of gender should be given significant weight in school curricula and syllabuses in all subjects.

Figure 24

Infographic about tips to avoid reinforcing gender stereotyping roles

Note: The QR code above will provide a link to access the full infographic, which contains some suggested elements to consider to guarantee that your English classes can be more inclusive and gender bias-free. All tips and suggestions were based on the researcher's own experience during the development of the document, as well as on all the literature previously reviewed and cited throughout the document.

Furthermore, another potential line of research could be the aspect regarding a significant underrepresentation of our students: when you look at the didactic resources you employ, do you truly see your children reflected on them? Thus, the educator could even be considered an activist for change,

where he/she could promote a campaign in which students from different schools participate in a project to appear in their own books and resources, those provided to them by the government.

On a final note, all of the above could be summarized as an "ideal teaching and educational package" that would include school staff training, parent education, and an age-appropriate approach to education and gender diversity. Remembering that all of the above will require time, as it is a process and not a magic trick that results from one moment to the next, of course, there will be stumbles and failures, but it is necessary to try and fail within this process of transformation to enhance and be each time a step closer to a truly equitable, inclusive and diverse education.

In light of the aforementioned, the emergence of certain situations and issues that surfaced during the development of the document concerning inclusiveness in education must be considered and addressed by the school, as they can serve as starting points for future areas and lines of research.

In the first place the enormous diversity of gender and sexual orientations which have always been there must be acknowledged by the students and the educator, since we live in a diverse society. However, this aspect tends to be ignored or minimized through certain practices such as the mere act of not asking the students' pronouns or how do they identify themselves with respect to their gender identity.

Additionally, day by day a greater increase and visibility can be seen in the classroom concerning diversity and gender identity, sexual orientation, as well as gender expression and all the spectrums it encompasses, thus certain considerations emerge such as the following:

a) How can the classroom teacher recognize and validate the specific experiences and needs of those students and individuals who are lesbian, gay, bisexual, transgender, gender fluid, transsexual, non-binary, intersex, queer, or simply those who question their own sexual identity?

b) How can all those experiences coming from learners be used and embraced to develop greater social awareness while fully

recognizing and reinforcing the many human values, traits, and needs common to all human beings?

c) At what point can an educator affirm that gender and sexual diversity is fully recognized in his or her classroom?

d) Are schools really providing real opportunities or spaces in which LGBTQ students can express themselves, develop leadership skills, take initiative and participate fully?

e) Do LGBTQ youth and children with LGBTQ parents and family members feel recognized and accepted at school?

f) In my school, how are members of the school community (students, parents, staff) with diverse sexual orientations included and how am I aware of that? In what ways are they excluded and how am I aware of that?

g) How can (or how does) my school benefit from promoting inclusive education for students with diverse sexual orientations and gender identities?

h) Have I made any assumptions/ presuppositions about my students' identities?

i) What are some of the things I have learned about people with marginalized sexual orientations and gender identities, and where do I remember learning those ideas (media, friends, family, readings, school, etc.)?

j) How do Mexican teacher's training schools, its traditions, and beliefs today continue to be part of the barriers that segregate students and pigeonhole them into what is considered "normal"?

k) How essential is it to use specific guidance regarding gender-segregated rooms such as restrooms, locker rooms, sports, and other team activities?

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Appendixes

Appendixes

Appendix A: Students' Diagnostic Instrument

Cuestionario estudiantes.

Esta es una encuesta anónima y la información que nos proporcione es confidencial. Por favor responda los planteamientos de la manera más honesta posible.

Correo *

Correo válido

Este formulario registra los correos. Cambiar configuración

Instrucciones: Indica en qué grado estás de acuerdo o no con las siguientes afirmaciones. Selecciona la opción que corresponda.

Recuerda, no hay respuestas correctas o incorrectas sólo son válidas si respondes con sinceridad.

Las mujeres deben ocuparse más que los hombres de su apariencia y belleza. *

☐ Totalmente en desacuerdo

☐ En desacuerdo

☐ Ni de acuerdo ni en desacuerdo

☐ De acuerdo

☐ Totalmente de acuerdo

Los comportamientos atrevidos, osados e intrépidos son más valorados en los chicos.

◯ Totalmente en desacuerdo

◯ En desacuerdo

◯ Ni de acuerdo ni en desacuerdo

◯ De acuerdo

◯ Totalmente de acuerdo

Los comportamientos discretos, prudentes y recatados son más valorados para las mujeres: *

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

Los hombres están más capacitados que las mujeres para desempeñar tareas técnicas y mecánicas. *

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

Las mujeres están más capacitadas que los hombres para desempeñar tareas organizativas y cooperativas. *

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

El rendimiento de las chicas es mejor en carreras de letras, humanidades y ciencias sociales (filología, docencia, psicología, pedagogía, trabajo social, etc.) *

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

El rendimiento de los chicos es mejor en carreras científico-técnicas (ingenierías, física, química, matemáticas, etc.)

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

Es ridículo que los hombres lloren o expresen sus sentimientos en público

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

Las mujeres son más emocionales que los hombres.

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

Los hombres son los responsables de mantener económicamente a sus familias: *

○ Totalmente en desacuerdo

○ En desacuerdo

○ Ni de acuerdo ni en desacuerdo

○ De acuerdo

○ Totalmente de acuerdo

Las mujeres deben preocuparse de la casa y del cuidado de sus hijos: *

◯ Totalmente en desacuerdo

◯ En desacuerdo

◯ Ni de acuerdo ni en desacuerdo

◯ De acuerdo

◯ Totalmente de acuerdo

Una mujer tiene la misma capacidad que un hombre para ganar dinero: *

◯ Totalmente en desacuerdo

◯ En desacuerdo

◯ Ni de acuerdo ni en desacuerdo

◯ De acuerdo

◯ Totalmente de acuerdo

Nunca habrá equidad entre las mujeres y hombres. *

◯ Totalmente en desacuerdo

◯ En desacuerdo

◯ Ni de acuerdo ni en desacuerdo

◯ De acuerdo

◯ Totalmente de acuerdo

La equidad de género ayudará a desarrollar una sociedad más justa. *

◯ Totalmente en desacuerdo

◯ En desacuerdo

◯ Ni de acuerdo ni en desacuerdo

◯ De acuerdo

◯ Totalmente de acuerdo

Instrucciones: Indica en qué grado estás de acuerdo o no con las siguientes afirmaciones.

Descripción (opcional)

¿Cómo crees que influye tu género en tu vida **actual**? *

- ◯ No influye en nada
- ◯ Influye mucho de forma positiva
- ◯ Influye mucho de forma negativa

¿Cómo crees que influirá tu género en tu **futuro**? *

- ◯ No influirá en nada
- ◯ Influirá mucho y de forma positiva
- ◯ Influirá mucho y de forma negativa

¿Quiénes tienen más habilidades para limpiar y realizar aseo doméstico? *

- ◯ Hombres
- ◯ Mujeres
- ◯ Ambos

¿Quiénes tienen más habilidades para cuidar hijos/as? *

- ◯ Hombres
- ◯ Mujeres
- ◯ Ambos

¿Quiénes tienen más habilidades para hacer arreglos del hogar? (por ejemplo, arreglar una tubería, cambiar un vidrio roto, etc.)

- ◯ Hombres
- ◯ Mujeres
- ◯ Ambos

¿Quiénes tienen más habilidades para cocinar? ^

○ Hombres

○ Mujeres

○ Ambos

¿Quiénes tienen más habilidades para manejar? *

○ Hombres

○ Mujeres

○ Ambos

¿Cuál es el mayor grado académico-educativo al que aspiras llegar? *

○ Preparatoria/Bachillerato terminado

○ Licenciatura terminada

○ Maestría

○ Doctorado +

¿Qué te gustaría ser de grande?. Anota tu respuesta. Por ejemplo: doctor, veterinario, físico, astronauta, etc..

Texto de respuesta corta

¿Consideras que dentro de tus materiales didácticos (libros, textos, imágenes) existe una representación equitativa en cuanto hombres y mujeres? Sí o No y ¿por qué?

Texto de respuesta larga

Note: The above student's diagnostic instrument was adapted from "La Encuesta de estereotipos de género en la gestión institucional interna" designed by the MIMP, n.d.

Appendix B: Gender in Job Names Handout (February , 2023)

GENDER IN JOB NAMES

INSTRUCTIONS: CIRCLE THE JOB NAMES YOU THINK ARE FOR **EVERYBODY** AND CROSS THE ONES ARE ONLY FOR ONE GENDER.

|		
actor	actress	artist
businessman	businessperson	businesswoman
doctor	engineer	fireman
firefighter	teacher	nurse
policeman	president	police officer
fashion designer	chef	dentist

Note: The above evidences (handouts) illustrate the activity develop per trios about the identification of Gender in Job Names where the students discussed and decided which vocabulary concerning occupations is for everyone and which vocabulary only refer to a certain gender.

Appendix C: Drawing a mechanic… a police officer … parents (February , 2023)
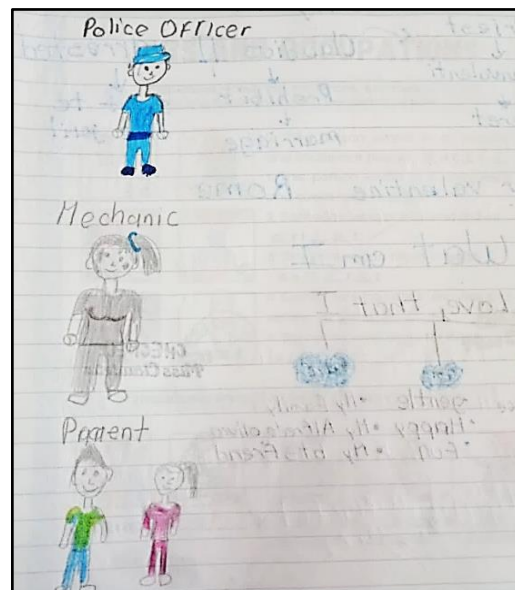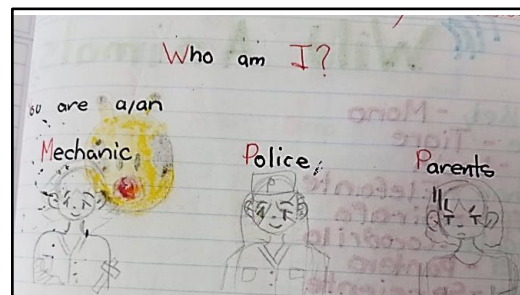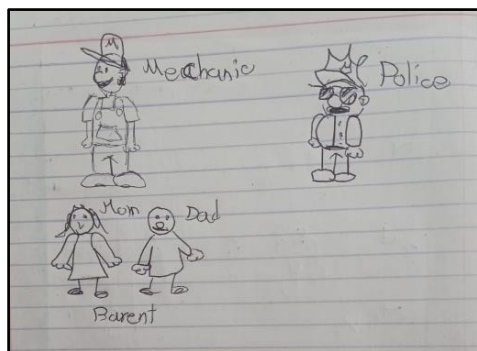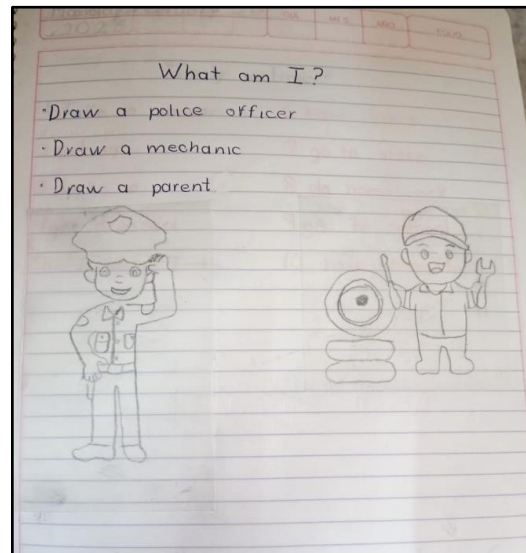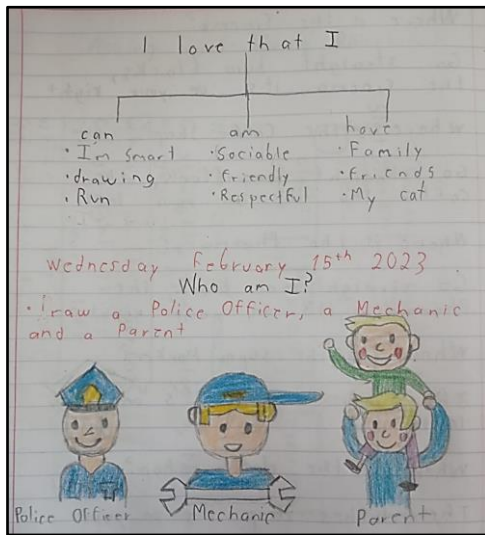
Note: The above illustrations are students' drawings that reveal the gender biases present in the first-grade secondary students' minds.

Appendix D: Social Beliefs handout (March, 2023)

Lingueo

Friday, March 24th, 2023

Social Beliefs

Women always [must] take care of the children

Men and women [should] take care of the children

Vocabulary

Clin the house – limpra
go shopping – ir de
be a leader – ser e
playing soccer – jugac
work – trabajar
cry – llorar
take care – coidar
cook – cocinar

SHOULD, MIGHT, MUST AND HAVE TO

SOCIAL BELIEFS

TXT – Instructions: Read the texts, identify the social belief and circle the modal verbs

1 The girls have to come to school wearing a skirt and with a ponytail, they must not wear pants. Also, girls must not cut their hair like boys it make them look bad and like a boy.

2 Women have to always take care of their children, clean the house and cook for their husbands because men have to work to get money for the house.

3 Boys are better in subjects such as Maths, Science, Engineering, and, Technology, meanwhile, girls are better in the education areas. Women can't be doctors they might be nurses. They can't have an own voice they have to listen to the others.

Write down the social norms you identify in the text.

- girls must not cut their hair like boys.
- girls must not cut their hair
- they must not cut their hair
- Women have in subjects such as Maths
- girls are betteer in the education
- and cook for their husbands

SOCIAL BELIEFS

SHOULD, MIGHT, MUST AND HAVE TO

EX 1   Instructions: Read the texts, identify the social belief and circle the modal verbs

1. The girls have to come to school wearing a skirt and with a ponytail, they must not wear pants. Also, girls must not cut their hair like boys it make them look bad and like a boy.

2. Women have to always take care of their children, clean the house and cook for their husbands because men have to work to get money for the house.

3. Boys are better in subjects such as Maths, Science, Engineering, and, Technology, meanwhile, girls are better in the educational areas. Women can't be doctors they might be nurses. They can't have an own voice they have to listen to the others.

Write down the social norms you identify in the text.

- girls must not cut their hair like boys.

girls must not wear pants
girls must not cut their hair like boys
men have to work to get money
women can't be doctors
Women have to always take
care of children

the girls have to come to
school wearing a skirt, and with
a ponytail, women have to
always take care of their the
children clean the house because
men have to work

Women always must take care of the children
Men and women should take care of the children

Vocabulary
clean the house – limpiar la casa
go shopping – ir de compras
be a leader – ser un líder
playing soccer – jugar fútbol
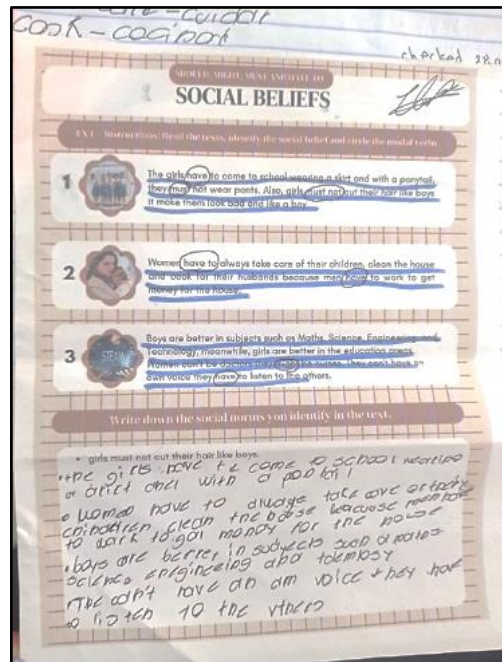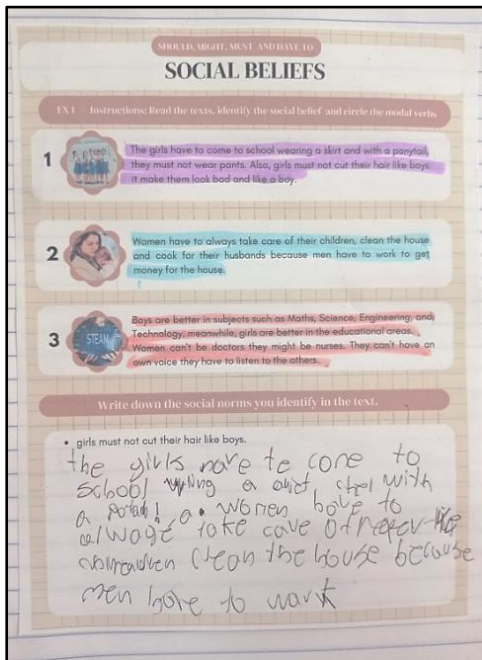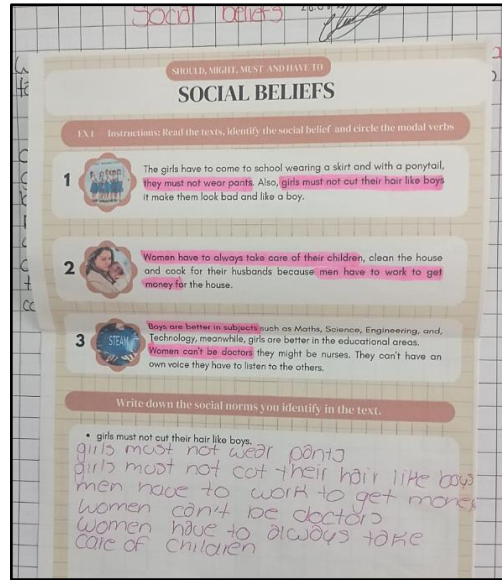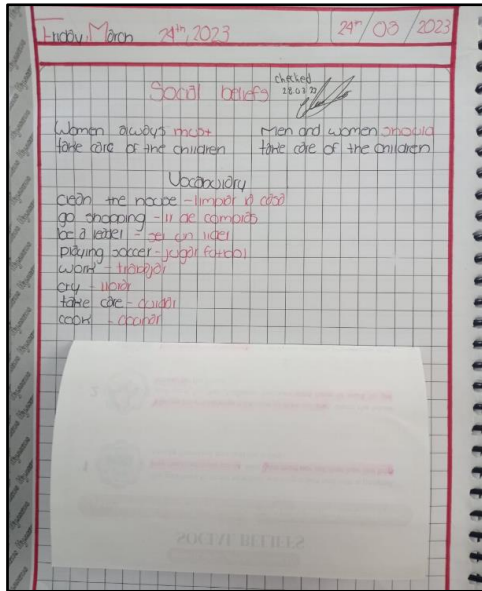work – trabajar
cry – llorar
take care – cuidar
cook – cocinar

Note: The images above give evidence of how the students were able to recognize certain gender roles and stereotypes embedded in some of the social norms that have been constructed and transmitted from generation to generation by the same society regarding how men and women should behave or what they are allowed or not allowed to do.

Toluca, Méx., 10 de julio de 2023

H. CUERPO DE SINODALES
P R E S E N T E

Quien suscribe C. CLAUDIA TERESA MIRAMON RAMIREZ, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Proposals to Promote Inclusive English Classes: Avoiding Gender Stereotyping Roles, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de Investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E

C. CLAUDIA TERESA MIRAMON RAMIREZ

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe Mtra. Jayime Georgina Mejía Blanco Asesora de la estudiante CLAUDIA TERESA MIRAMON RAMIREZ matrícula 191527180000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado "Proposals to Promote Inclusive English Classes: Avoiding Gender Stereotyping Roles" en la modalidad Tesis de Investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

A T E N T A M E N T E

Mtra. Jayime Georgina Mejía Blanco

Asesora de Titulación

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DECISIONES FIRMES, RESULTADOS FUERTES.

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

Toluca, Méx., 30 de junio de 2023

**C. MIRAMON RAMIREZ CLAUDIA TERESA**
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: Proposals to Promote Inclusive English Classes: Avoiding Gender Stereotyping Roles, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE   Vo. Bo.

DRA. ANA LAURA CISNEROS PADILLA   **DR. RENE LÓPEZ AUYÓN**
SECRETARIA DE LA COMISIÓN DE   **DIRECTOR**
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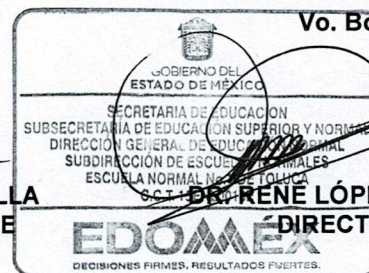
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Boulevard Isidro Fabela Nte. 601, Col. Doctores, Toluca, Estado de México, C.P.50060
Tels. (722) 2-15-22-71 y 2-15-09-04, e-mail: normal1tol@edugem.gob.mx