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**Media for a Change: Use of Films in the EFL
Classroom to Teach Social Justice and
Culture**

Eva Rodríguez Rodríguez

**Tutora: Sara Medina Calzada
Departamento de Filología Inglesa
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Abstract

Learning about culture plays a fundamental role in communication even though it is not always included in English instruction. Students can develop a greater tolerance and become aware of different cultural backgrounds and social issues, which increase their interest and motivation. The main aim of this Master's Dissertation is to present a didactic proposal for first-year Bachillerato students in which selected clips from films and TV shows can be used in the classroom to initiate discussion about cultural elements and social justice issues taking place in the past and present of the United States. Moreover, the proposal pursues a development of the students' critical thinking that allows a thorough reflection on inequalities not only in American culture but also in their own country.

Key words: Teaching culture, intercultural communicative competence, social justice instruction, educational use of films and TV shows, cultural tolerance, critical thinking development.

Resumen

El conocimiento de las culturas extranjeras puede resultar determinante durante la comunicación a pesar de que no siempre se incluye en la enseñanza de la lengua inglesa. Los alumnos pueden desarrollar una mayor tolerancia y conciencia de elementos culturales y problemas de justicia social que, a su vez, puede repercutir en un incremento del interés y la motivación por la lengua. Este Trabajo de Fin de Máster busca presentar una propuesta didáctica para alumnos de primero de Bachillerato en la que se utilicen películas y series que reflejen la cultura americana y su contexto para iniciar conversaciones y debates sobre esa cultura y algunos problemas de justicia social. La propuesta también busca desarrollar el pensamiento crítico de los alumnos a través de una profunda reflexión acerca de desigualdades presentes, no solo en Estados Unidos, sino también en la propia cultura española.

Palabras clave: Enseñanza de cultura, competencia comunicativa intercultural, justicia social, uso educativo de películas y series, tolerancia, desarrollo de pensamiento crítico.

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1. INTRODUCTION

1.1. Justification

The spread of digital audiovisual platforms has facilitated the access to foreign films or TV shows, which has become one of the main pastimes for the younger generations. This activity, which is normally connected to their free time, can be also used to know about other existing realities outside the screen. This representation of different cultural contexts can be applied in the educational field in order to bring students closer to cultures in which the language they are learning is spoken. Moreover, its easy access allows watching these audiovisual materials in English in class aiming at expanding and transforming the perception that students may have of different cultural aspects.

Students are sometimes limited to methodologies in which learning about the language itself is considered more relevant than regarding other aspects surrounding the language such as culture and social justice. Nevertheless, the knowledge of these elements can be crucial for meaningful and satisfactory communication. Furthermore, the awareness of different cultures and social justice issues taking place in other communities improves the formation of a critical-thinking and tolerant personality that can contribute to unprejudiced and equitable societies. The students' interest for media can be managed by the English teacher in order to choose specific video extracts from selected audiovisual materials with the purpose of watching those issues in their own context, which can aid to their comprehension, instead of just listening about them from the teacher. English lessons can raise the students' awareness and tolerance towards cultures and contexts different from theirs and assist them in the development of their adult world perspective as well as of their language skills.

1.2. Objectives

The main objective of this Master's Dissertation is to create a didactic proposal to promote teaching American culture and social justice issues by watching clips extracted from two films, *Green Book* and *Forrest Gump*, and an episode from the TV show *The Marvellous Mrs. Maisel* in class. In addition to this main objective, this dissertation pursues the following secondary objectives:

- To analyse the main benefits of teaching culture and social justice in English language teaching.

- To explore the use of films and TV shows in foreign language classes in order to examine other cultures and social justice issues.
- To design a teaching proposal that allows the development of the students' intercultural communicative competence by discussing racism, segregation, gender equality and education in the United States and in Spain.
- To create a teaching plan that contributes to the increment of the students' cultural awareness and the development of their critical thinking and tolerance.
- To promote the students' own ability to identify cultural elements and social justice issues in other audiovisual materials.

These objectives are developed throughout this Master's Dissertation, which is divided into three main parts. The first part is composed of a theoretical framework that establishes the foundation by analysing and exploring culture and social justice in language instruction and the use of audiovisual materials in teaching culture. In the second part, the didactic proposal is thoroughly explained by describing the selected materials, the context and temporalization, the objectives, the legal framework and curricular elements, the competences included, the methodologies applied, a detailed explanation of each session and the arranged assessment. This didactic proposal has been designed for a first-year Bachillerato target group and it is composed of eight sessions that are divided into three main social justice topics (racism and segregation, gender equality and education equality) and a final task. Finally, the third part aims to reflect on the achievement of the objectives and strengths and limitations of the dissertation and the proposal. Moreover, the dissertation has a final section of Appendices where models and instances of different activities from the didactic proposal are displayed together with the assessment rubrics proposed and the curricular elements included.

2. THEORETICAL FRAMEWORK

2.1. Teaching culture in foreign language instruction

2.1.1. Relevance, advantages and issues of teaching culture

Culture is an essential part of society as it can be seen in anybody's everyday life, no matter where that person is from. The feeling of being part of an established culture reinforces human beings' identities and encourages their sense of community. Moreover, socialization with others that share the same way of living and preferences is something that has always characterised humankind. Culture can be seen in every aspect of people's lives, from the moment in which they decide what to have for breakfast, to the music they select to listen to on their way to their jobs. These everyday choices may look superficial and unimportant; still they belong to the specific culture that person has grown up in. Therefore, culture can include countless elements very different among them that are integrated in our activities and way of living. It is necessary to have a definite and clear definition of culture in order to work with it. Kramsch (1998) defines it as "a membership in a discourse community that shares a common social space and history, and common imaginings", and she also adds that "even when they have left that community, its members may retain, wherever they are, a common system of standards for perceiving, believing, evaluating, and acting" (p.10). Brooks (1968) also mentions that "every human being, from infancy onward, justifies the world to himself as best can, associated with those around him, and relates to the social order to which he is attached" (p. 210). According to these two authors, we are all born in a given culture where certain beliefs and models have already been developed. Depending on this culture, we see the world in a certain way and, what is more important, we see others. Members of a specific culture will probably not understand and will observe and criticise elements and attitudes that are different and part of an external culture.

A traditional view of culture is focused more on literature and other art expressions, considering these elements as the main components of any culture, even though they are not the only ones. The concept of culture has changed, especially since the mid-twentieth century, "from emphasis on literature, the arts and philosophy to culture as a shared way of life" (Byram et al., 2002, p.5). This means that daily ordinary elements such as mealtimes and the opening hours of restaurants in a certain country or region of a country can now be considered part of culture. This is what now we know as the difference between *Big C* culture and *Little C* culture. Garrett-Rucks (2016) describes

these two types of culture as follows: “Little C culture represents aspects of lifestyle or patterns of daily living, whereas Big C culture represents a civilization’s accomplishments in literature and the fine arts, its social institutions, history, geography, and political systems” (p. 35). The inclusion of culture in second language teaching has not always been as accepted as it is nowadays. Until the 1960s, most research studies did not connect culture with communication and agreed that the only cultural element that could be included in language instruction was Big C culture (Garrett-Rucks, 2016; Brooks, 1968; Kim, 2002). Nevertheless, the need of culture in language teaching became evident during the Second World War, when the American Army Specialized Training Program realised that it would reduce the clash between the cultural values of the American soldiers and other armies that were fighting with them (Kelly, 1969). Even though culture is now valued, Corbett (2003) argues that communicative language learning has focused primarily on the information gap resultant from language exchange, which has underrated culture teaching. Therefore, as it has been seen in this paragraph, nowadays there is a common agreement that culture has an important role in language instruction even though it is sometimes relegated to a merely background position in the classroom context.

It must also be considered that certain aspects can be extremely meaningful in certain cultures whereas almost meaningless in others. This is the case of some religious festivities as it can be seen in the celebration of Ash Wednesday. The way in which Catholic believers participate in this festivity in Northern Ireland is very far from the way Spaniards celebrate it. In Spain, Catholic people go to mass during Ash Wednesday, where the priest slightly sprinkle some ash in the parishioners’ foreheads. After mass, it is very complicated to see that ash since the amount of it was minimal and it usually falls down a few minutes after receiving it. However, in Northern Ireland, Catholic parishioners show proudly their entire forehead covered in ash during that day, as a way of displaying their Catholic identity, which differentiates them from the Anglican section of the Northern Irish population. Having witnessed both realities, the difference that the same element can present in different cultures becomes evident and real. The same fact could happen when racism and segregation are discussed in Spain and in the United States. The different historical backgrounds of both countries produce dissimilar mental associations and connotations. Furthermore, even within the same country, the United States, the significance of these two elements can vary considering the state you are in.

There are different implications if you deal with these terms in Alabama than if you do it in New York.

As it has been mentioned above, culture is a fundamental part of any person's identity and feeling of belonging to a community. Thus, another aspect that characterises human nature must be considered and discussed: language. Language has a direct relationship with individuals' identities (Norton, 1997). Culture and language are considered two elements exclusively present in human beings that differentiate them from the rest of the animal species. The selection of these two components is not casual as there are numerous authors that claim their inseparability. In fact, Krasner (1999) argues that "the language-culture relationship is interesting and unique. On the one hand, language represents one of the constituents of the culture. On the other hand, each structure of the language contains bits of cultural information" (p.83). According to Krasner, language is an essential part of any given culture but, at the same time, culture can be found in the use of language of that same culture. Since culture and language cannot be separated, it is necessary to consider including culture instruction in foreign language teaching.

Learning a foreign language implies getting used to a new syntax or a new vocabulary. However, considering the reality that has been mentioned in the previous paragraph, learning a new language also implies becoming familiar with a new culture. Kitao (2000) considers culture indispensable in order to fully understand a language because "without understanding cultural meanings, it is not possible to understand language as its native speakers do, no matter how well they can manipulate the vocabulary and grammatical forms of the language" (p.5). Moreover, achieving a general basis to understand and be aware of language shared meanings, shared concepts, and ways of seeing and perceiving the world is an important part of the second language acquisition process (Papademetre et al., 2003) and, without it, the process would be incomplete and inefficient. This reality is present in any of the four skills that are part of any language acquisition. Krasner (1999) mentions that "students might not understand a given FL text not because of the language-deficiency, but because of a missing link in their cultural schemata. This missing link might be a well-known target language nursery rhyme, historical event, or just a geographical name" (p.82). Considering the important role these cultural elements may have in communication, it is essential that language students get access to them during their instruction.

There are numerous research studies that have enhanced the benefits and achievements that could be accomplished when teaching culture in foreign language

classrooms. One of the main reasons is raising awareness about the existence of other cultures, which will eventually prevent students' mistakes and prejudice when facing a cultural element in communication. According to Krasner (1999), this component is crucial as "we should raise students' awareness about possible cross-cultural mistakes and help them to build new cultural frames. Mistakes, as a stage of cultural development, might be avoided if appropriate training is provided" (p. 84). Students are very often too focused on their own cultural reality, assuming that their context is the only valid one. Therefore, by teaching students new cultural perspectives, teachers would be opening a door to backgrounds they may have never thought about. In addition, it is essential that students become aware of the possibility of offending others or misunderstanding them when interacting in another language. Genc and Bada (2005) emphasise this issue by claiming that "most people are so ethnocentric that when they begin to study another language their restrictedness in their own culture prevents them from seeing the world via different ways of looking" (p.75). It is the teacher's endeavour to try to go through that world vision and open the students' minds to new possible realities or ways of thinking. Genc and Bada (2005) affirm that L2 students tend to live in monolingual and monocultural environments, which makes their culture bounded. However, by being exposed to a new culture, they can leave behind premature and inappropriate value judgments and transform their vision of the unknown and different, which is the only way of breaking that monocultural reality and making them aware of new possibilities that are dissimilar to what they may consider normal. Furthermore, by being open to these new cultural contexts and being able to understand them, students can develop tolerance to that culture and, consequently, they can be more open-minded to what is new or different to them in general.

Globalisation and the use of Internet contributes to be more aware of other cultures and realities even though students may live in monocultural environments as it has been mentioned above. However, many researchers indicate the excessively positive view that can be found when certain cultures are displayed. This situation is precisely present in the textbook's portrayals of British or American cultures. The reason for this reality is normally that "European textbooks tend to incorporate an evident dose of materialism and consumerism, for they seem to be designed for tourist purposes" (Méndez García, 2005, p.58). This fact can be detected by students according to Starkey (1990), which can produce a decrease of the levels of interest. In addition, this approach does not usually involve critical thinking, so it does not allow students to reflect on that culture and build

up that consciousness that will let them understand the other culture without being told what to think. Therefore, Krasner (1999) argues that “the objective of incorporating culture in the language course is to lead the student by raising his or her awareness through intellectual analysis from the level of a tourist to the level of a person who has been immersed in the new culture” (p.84). Teachers need to consider this issue and to go more deeper or expand information from textbooks when it is necessary.

Another advantage of including culture instruction in L2 teaching is that students tend to enjoy cultural lessons more than focusing on grammar or other skills. According to Kitao (2000), students’ interest of a particular culture may give them a reason to study the language that is spoken by members of that community. Nevertheless, the process may be reversed. Sometimes, students begin to attend language classes and, by learning about the culture that surrounds that language, their interest in the language increases. Furthermore, Kitao (2000) indicates that “studying culture makes studying foreign languages real. Students have difficulty relating to the people of another culture without knowing anything about them” (p.299). By learning about culture, students leave the theoretical frame to get inside a tangible context that gives them a sense of reality and purpose. Thus, when culture is included in L2 instruction, students’ interest and short-term and long-term motivation is normally increased.

The last advantage that will be mentioned in this theoretical framework is the better understanding of their own culture that studying and analysing another culture can produce in the students’ cultural perceptions. Chodhury (2013) mentions that “students’ world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures” (p.22). As it has been mentioned above, students tend to have an ethnocentric view in which they do not think about their own culture. Thus, the discovery of new ways of life may produce an evaluation and revision of their particular and individual context. This fact does not mean that students would immediately assess critically their own culture. However, by being open to new realities, “they should be prompted to reflect on the ways in which their own language and community functions” (Corbett, 2003, p.2). Their reflection may be positive or negative but opening a small door into their own prejudices and cultural superiority is a fundamental part of the process of creating a more tolerant and respectful community in which differences and different points of view are not rejected and dismissed but analysed and embraced. Moreover, as it has been mentioned at the beginning of this theoretical framework, culture and language are two essential mainstays in a person’s identity. Being

open-minded to a new language and culture and having predisposition to evaluate one's own culture does not have to entail losing that identity. Therefore, the goal of every foreign language teacher should be to raise awareness of the cultures related to the language that is taught, allowing students to detect, appreciate or participate of the elements that characterise this culture but without leaving behind their own cultural identity.

Culture instruction in the L2 teaching process can have multiple advantages as it has been shown in the previous paragraphs. Notwithstanding, introducing these elements in a language classroom is not free from having its own issues. One of the problems that may be faced is the lack of cultural background that teachers have. Language teachers are demanded to have a high language level and may be asked to certify their English level. However, this certification does not always include or require cultural knowledge. This knowledge deficit can mean "dangerous misconceptions towards the target language culture. Consequently, it is imperative for language teachers to consider several issues related to the teaching of culture prior to any classroom instruction" (Kim, 2002, p.29). One of the reasons for this lack of knowledge can be that not all the teachers have been given the opportunity to live or travel to that country. Byram and Kramsch (2008) indicate that having been able to travel or being a native does not always guarantee the ability to explain certain cultural elements to newcomers. Nowadays, there are numerous resources that allow the immersion in another culture with the purpose of obtaining enough information and avoiding this potential problem in the language classroom.

Another issue that may happen during culture instruction is the problem of the native culture of the learners. As it has been mentioned above, learning about a new culture allows students to reflect on their own culture. Nevertheless, there are researchers, such as Kim (2002), who think that the order should be inverted. She claims that "culture teaching must begin with comprehension of one's native cultural behaviour, its prejudices and ethnocentric outlook, which can be used as a basis for cross cultural application and analysis" (p.30). This statement implies that teachers should start making students think about their own cultural concepts and the way they see the world before they even begin to contemplate other cultures. Thus, this process would be almost impossible in a regular language class where the time for culture is normally limited. It is important that teachers consider including an activity previous to the rest of the lesson where students can evaluate their own perceptions before thinking about the foreign culture.

One of the most dangerous aspects of dealing with culture in a foreign language classroom is the possible creation of stereotypes and prejudices. However, in order to avoid the formation of these concepts, it is necessary to fully understand them as well as its difference. Byram et al. (2002) define stereotyping as follows:

Stereotyping involves labelling or categorising particular groups of people, usually in a negative way, according to preconceived ideas or broad generalisations about them- and then assuming that all members of that group will think and behave identically. Stereotypes can undermine our sense of who we are by suggesting that how we look or speak determines how we act. (p.21)

Teaching culture must be done cautiously and explaining repeatedly and thoroughly all the particularities people in this culture have so that stereotypes are not created in the students' minds. It is important to make students aware of cultural elements but, at the same time, to emphasise that not all the members of that culture may behave in that way. A good example of this aspect is what happens in Spain with flamenco music. It is undeniable that flamenco is a type of music that has always characterised this country even though it is not possible or correct to determine that it represents the entire country. People who do not live in certain areas where flamenco is played may be completely outsiders of this expression of art and they listen to it and know about it as little as any other foreigner. However, many Spanish learners tend to think that flamenco is representative of all the Spaniards because it is a popular element of Spanish culture. There are plenty of examples that could display these stereotypes, which are present in every culture. In addition, teachers must consider that this stereotyping could occur with any cultural element. For instance, elements related to linguistic aspects and cognitive models, collective characteristics or sayings (Byram & Kramersch, 2008).

Finally, when exploring cultural elements, teachers should provide students with enough time and resources to reflect on what they have been told or what they have seen. Culture instruction should not be an imperative in which the teacher provides the critical thought already developed to the students (Byram and Kramersch, 2008). Students must be given opportunities to get to their own critical reflection on their own. Therefore, it is important to design lessons in a way that students can perceive these differences or similarities and then analyse them in order to reach a conclusion. This issue seems inexistent or unimportant but, if students do not reflect on their own, culture instruction

is useless as they would not have been able to develop their critical thinking. This process can be reinforced and encouraged by creating activities that enable discussion with other students and comparison with their own culture.

2.1.2. Intercultural Competence and Intercultural Communicative Competence

The final goal of culture instruction is to create human beings that are open-minded and competent in the transaction and communication when two or more languages are involved together with their respective cultures. This ability has been given different names by second language teaching researchers. The MLA Report (2007) calls it *transcultural competence* and explains the students' ability as it follows:

Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans- that is, as member of a society that is foreign to others. They also learn to relate to fellow members of their own society who speak languages other than English. (p.4)

According to this definition, the MLA report considers that an indispensable goal for second language instruction is the ability of seeing the world from other culture's perspective but without losing one's identity. Moreover, it includes members of the same society that speak different languages and with a different cultural background. In Spain, the context is more monocultural even though there are always members with different backgrounds, and this should also be taken into account.

There are numerous researchers that use the term Intercultural Competence (IC) as the wanted and expected goal resulting from cultural instruction. This is the case of Byram et al. (2002), who define this term as the student's "ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality" (p.5). They equate the intercultural competence with the linguistic competence in the description of the ideal goal resulting from second language teaching. Nevertheless, Byram et al. (2002) indicate the impossibility of acquiring a complete and perfect

intercultural competence because of the unfeasibility of knowing absolutely everything of a given culture and the constant and unending change that every culture experiments. They claim that it is impossible to reach the native level and, even for native speakers, it cannot be possible to be an expert in everything that is part of your culture. However, this does not mean that intercultural competence needs to be perfect in order to be “a successful intercultural speaker and mediator” (Byram et al., 2002, p.7).

Other authors prefer to differentiate between Intercultural Competence (IC) and Intercultural Communicative Competence (ICC). According to Byram (1997), the difference between IC and ICC is that the first one allows students to interact using their own language “with people from another country and culture, drawing upon their knowledge about intercultural communication, their attitudes of interest in otherness and their skills in interpreting, relating and discovering” (p. 70). Nevertheless, when it is said that foreign language speakers have ICC, Byram (1997) means that they are able to:

Interact with people from another country and culture in a foreign language. They are able to negotiate a mode of communication and interaction which is satisfactory to themselves and the other and they are able to act as mediator between sociolinguistic and discourse competence- and their awareness of the specific meanings, values and connotations of the language. They also have a basis for acquiring new languages and cultural understandings as a consequence of the skills they have acquired in the first. (p.71)

Therefore, language speakers become diplomats (Corbett, 2003), who are able to reach an understanding among different languages and cultures due to their informed understanding of the interlocutor’s cultural perspective. In this way, communication is possible, and misunderstandings and mistakes are avoided for the most part. The distinction between these two concepts is relevant for second language teachers as both abilities are necessary. Students need to be aware of other cultures but also capable of negotiation and successful communication with those who belong to different cultural backgrounds. One of the main strategies to achieve the above-mentioned goal is to facilitate systematic observation of the culture that is being studied (Corbett, 2003). Furthermore, Byram et al. (2002) incorporate the necessity of creating activities that “enable learners to discuss and draw conclusions from their own experience of the target culture solely as a result of what they have heard or read” (p.10). This discussion and its subsequent conclusions would not be complete if students are not allowed to compare it

with their native culture. Thus, second language teachers should consider these steps in the creation process of a lesson in order to accomplish the biggest possible impact in the students' minds. An example of the increasing relevance of ICC in foreign language instruction is its inclusion in the Common European Framework of Reference for Languages. This document describes the expected descriptor scales that language students should learn during their foreign language instruction in the European Continent. In the last decades, mediation has been added to this document as a new descriptor scale. This means, that students must learn about culture in a way they can mediate between their own culture and the target one. The addition of this element displays the impact culture has achieved lately and its significance in foreign language classes.

2.2. Including Social Justice in culture and language teaching

2.2.1. Relevance of teaching social justice

Culture is a term that comprises numerous different aspects and elements that can be included in foreign language instruction. As it is explained in the previous section of this dissertation, culture refers to any part of the everyday life of a given community, together with features such as music, literature or gastronomy. Nevertheless, an efficient way of activating and enhancing the students' critical thinking is by including the social justice perspective in their reflections. Before the inclusion of social justice instruction is considered, it is important to determine what it is understood by that concept. According to Nieto (2010), we can define social justice as “a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity and generosity” (p.46). She also adds that each person should be given opportunities to “achieve their real potential by giving them access to the goods, services and social and cultural capital of a society, while also affirming the culture and talents of each individual and the group or groups with which they identify” (Nieto, 2010, p.46). Osborn (2006) agrees with this definition, but he highlights the variability of this term depending on who approaches social justice. He argues that when people address social justice, they are inevitably influenced by their own experience and privileges.

The relationship between culture and social justice is undeniable as the possible differences among communities are what make accomplishing social justice necessary. However, it is also essential to consider the connection that exists between social justice and language. One of the most important features of a community is their shared language

and this element is also influenced by the presence, or lack of social justice. Hart and Martel (2020) indicate that “the English language itself is not only complicit in creating inequalities and perpetuating the already existing systems of beliefs, biases and forms of oppression, but also has potential to transform our societies so that they are more egalitarian” (p. 2). This means that these inequalities exist and are present not only in culture but also in language and this given language is one way of solving this unfairness. Considering this issue, English instructors can cultivate in their students “a sense of critical inquiry, responsibility, advocacy and ownership, and a desire to interact with different communities in order to address the numerous problems we face in our world” (Hart & Martel, 2020, p.2). Therefore, the social justice approach could be considered by foreign language teachers in order to offer a different perspective of the target language cultures even though it is necessary to analyse its possible benefits.

There are several advantages of including the social justice approach together with culture teaching during foreign language instruction. One of these advantages is that it allows students to see the world from different perspectives and, by doing that, they are able to reevaluate their worldview considering the new understandings they have gained about other languages, cultures and communities (Johnson & Randolph, 2017). This fact adds a new level to the culture teaching as students are not only aware of different realities, but they become knowledgeable of inequities in these new cultures and they can, eventually, participate actively in their change. This fact is also mentioned by Laiser (2018), who claims that “this kind of teaching helps the learner to link life experiences bound with the gained knowledge in order to help in solving social, political and economic problems encountered in the real world” (p.11). Students may have heard something related to a specific inequality in a different culture, but they had not been able to fully understand the problem. However, by being introduced to that culture and the social justice issues it encounters, they can establish a connection with what they once heard or saw and have a complete consciousness of the problem.

Some authors emphasise the need for adding the social justice element to the cultural aspect in language instruction. They argue that this instruction would never be complete by just displaying other cultures because students need to be able to do something about the prejudices and inequalities that are inherent in these communities. Boyd (2017) highlights the relevance of including the power element in culture instruction. She claims the following:

The emphasis on power is key- while anyone can hold a prejudice, when there is power within an interaction that is socially sanctioned it becomes a much larger problem. In addition, acts of oppression are often not seen as such because of the way they are presented, which poses an even greater conundrum for addressing them...Social justice involves exposing these sorts of systems, which are supported by tradition, and examining the authority that such customs maintain. (p. 6)

She also indicates that it is not enough to become aware of these inequalities as it is important to develop a critical disposition towards them as well as do something to end the injustice (Boyd, 2017). Therefore, it can be seen how teaching culture in foreign language instruction has a deeper background that should also be included. Social justice allows students to leave their preconceived ideas and get out of their black-and-white world perspective. This ability is what Hastings and Jacob (2016) call *interpretative flexibility*, and they consider it indispensable in order to be able to develop the above-mentioned critical perspective and, accordingly, manage to do something to change and improve the problem. It is extremely important to consider these two last steps because these elements have not always been included in foreign language instruction. According to Garret-Rucks (2016), in the English as a Foreign Language field, there has been a very superficial perspective of the social justice instruction. Nowadays, inequalities are rarely seen in the classroom and if they are, critical thinking and the possibility to do something about it are not encouraged.

2.2.2. How can social justice issues be discussed in foreign language classes?

Once the relevance of social justice instruction in foreign language classrooms has been established, it is important to determine what topics should be addressed with the students. Johnson and Randolph (2017) suggest issues such as immigration, employment, environment, linguicism, racism, xenophobia, violence and weapons, stereotypes, sexuality, sexism, poverty, identity, education, institutions, marginalization and diversity. They claim that these topics are not only relevant in the target cultures, but also, they “turn a critical eye to their own communities and cultures and examine how the intersections of some of those themes affect various groups of people” (Johnson & Randolph, 2017, p. 110). Nevertheless, Hastings and Jacob (2016) demand that it is not possible to have a list of topics because each culture is unique and has its own injustices

that must be addressed. Thus, it is essential that the foreign language teacher explores the culture or cultures connected with the target language in order to determine which topics can be more interesting and necessary to be discussed in class. In addition, sometimes current events may cause that certain cultural elements or social justice issues become popular, which can be appealing for students. This can be the case of racism in the United States after the Black Lives Matter movement spread all over the social media in summer 2020. Students may see the news and read those Facebook and Instagram posts and they can be interested in where this movement comes from and what is the current reality in this culture regarding racism.

Another aspect that teachers must consider is how they can incorporate these topics to their regular foreign language classes in a way that allows students to open their minds and develop critical thinking. Johnson and Randolph (2017) emphasise the relevance of developing the students' intercultural communicative competence in order to engage social justice in the classroom. This competence, which has been discussed in the previous section, allows students to change the way they perceive the world: "ICC is probably the component that links social justice education most directly to what has long been the dominant goal of most language courses- the goal of language competence" (Johnson & Randolph, 2017, p. 104). Therefore, activities that contribute to the development of this competence will assist students in their social justice understanding and, overall, it will help and improve their target language competence.

There is a common belief that social justice issues and the development of critical thinking in a foreign language classroom is only feasible in higher levels, where students have the possibility to create complex structures. However, Johnson and Randolph (2017) claim that these topics can also be covered at beginner and intermediate levels: "as intermediate learners develop increasing proficiency in the target language, teachers can replace traditional communicative activities with activities that revolve around social justice communicative contexts" (p.113). Therefore, social justice issues can be considered the thread that ties together the rest of curricular elements included in the syllabus (Johnson & Randolph, 2017). This idea is closely connected with Osborn's (2006) view of the implementation of social justice issues. He claims that teaching social justice is recursive, not linear and that it can be considered the beginning to change the world, not the goal of teaching world languages. Thus, language instructors must consider the use of social justice topics from the beginning of the students' language experience in order to develop a critical thinking tool since the beginning and as a recursive resource,

which can be used by teachers as a way of also helping students with their language acquisition.

One possible way of approaching social justice issues in the foreign language classroom that would promote the students' development of critical thinking together with a better acquisition of the language is the *critical inquiry circle* (Osborn, 2006). He presents a process that consists of four phases that, together, form a circle, which means that the first stage can also become the last one and so on. The first stage is *informed investigation*, when students compile additional information about the issue discussed. The second phase is named *inductive analysis* and it "is a process whereby one attempts to make sense of phenomena in themes, categories, trends, or similar related patterns" (Osborn, 2006, p.34). The third stage is *tentative conclusions* and here students would examine the previous patterns considering the biases or perception each of them have. Finally, the fourth phase is *mutual critical reflection*. It is when the students, guided by the teacher, develop a discussion in which they become aware of their lack of objectivity, and they reflect on their differences and privileges (Osborn, 2017). This process is not the only way of dealing with social justice issues, but some of these stages can be considered by language instructors during their classes. In addition, Osborn (2006) insists that not all conflict is negative; students should be placed in a position where they listen to others' arguments and may disagree with them. Only by discussing and being exposed to different realities students can develop a real critical thinking that can be used to attempt changes in the world.

2.3. Use of films in teaching culture

2.3.1. Predominance of image

Nowadays, students live in a world dominated by image and sound. Literature and texts have not been the most popular reference students go to for a while. This means that we are all surrounded by screens, which provide a continuous and current image of what is happening in this moment or what happened before. Younger generations have got used to it and they do not go to an encyclopaedia or a book for information; they type a few words in a video search engine, such as YouTube, and they can see and listen to the news or facts they want. Tognozzi (2010) claims that images "let us experience, reflect, and add our subjective experience to them in order to understand meaning. When sound is added to the images, both music and speech, it further enhances the emotional connection

that springs up between spectator and subject” (p. 72). In addition, now all types of media are more available to anyone with an Internet connection, after the rise and predominance of online media platforms, so it is possible to have an immediate access to almost any film or TV show. Another aspect that should be taken into account is that this Internet access has produced an increase in teenagers’ laziness and unwillingness to spend time reading when they can obtain the same information by watching a film or a TV show. Even though this situation is far from ideal, maybe it can be used by language teachers in order to enhance the students’ interest in the curriculum contents. This reasoning agrees with Pfaff’s (2014) vision of the use of media in language classes since she wonders: “why not appeal to students through means to which they are already accustomed and attracted?” (p. 281). If we are aware of the continuous use they do of these platforms and how they prefer a movie over any other type of material, we can use this advantage and encourage the students’ interest for the language and a different culture.

2.3.2. Advantages and challenges of using films in culture teaching

One of the main advantages of using films in order to teach culture in foreign language classes is that it allows the students to observe a different reality. Students can be told many facts about a different culture, but maybe they will not be able to fully understand them until they can see them. Champoux (1999) agrees with this idea as he indicates that “students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen” (p.214). Students will see a fictional context that represents the culture that is being discussed in class together with actors and actresses that behave and have the same values from that culture that is being portrayed. Students see these characters in their natural context and interacting, which can bring them closer to that culture. According to Cardon (2010), films “simulate the natural observation process that takes place when encountering other cultures” (p. 151). Moreover, watching a film places the viewer in an outside passive position where they can experience much more than just by reading a book. They can observe multiple side elements that introduce students in a more complete experience into that new culture. For instance, if they are watching a movie set in the past, the possibility of seeing the way people dressed or how cities were can provide a bigger context that will assist students to picture that culture in that moment in a more realistic way.

As it has been mentioned above, students are able to observe a different culture from watching a movie or a TV show that has that specific culture as the setting. Nevertheless, even though it is undeniable that the best way of analysing and discovering a new culture would be by travelling and seeing those particular aspects in situ, not every student could afford that. Furthermore, if English is the language taught, it is not possible to travel to every country in which this language is spoken. Therefore, watching films and TV shows that depict those cultures can be an economic substitute for field trips that can also result in powerful experiences in which the students acquire and incorporate these cultural values to their English perception and use (Champoux, 1999). The way Champoux describes the experience of watching movies in the foreign language classroom is also supported by the MLA Report (2007) where it is stated that, as a way of enhancing the transcultural competence, “literature, film and other media are used to challenge students’ imaginations and to help them consider alternative ways of seeing, feeling, and understanding things” (p. 4). By being exposed to these new realities through films, students can better understand other cultural values together with its background in order to develop a tolerance that would be reflected in their social justice values and their use of the English language. Therefore, films can “enhance empathy and nonjudgmentalness” (Cardon, 2010, p. 151) and they can be used in order to combat prejudice (Hastings & Jacob, 2016). Pfaff (2014) also mentions the power that films dealing with other cultures have in order to trigger discussions about culture and tolerance, or to establish comparisons with the students’ native culture. She argues that, by doing so, watching films and discussing about them in the class can result in a series of activities that end up reinforcing the main four language skills: listening, reading, writing and speaking.

Watching films in a language class to teach culture has numerous advantages, which have been confirmed by many studies like the one conducted by Hermon et al. (1999) in a French class. Their results show that their students had increased their cultural information by watching films. Nevertheless, it is important to be cautious when using this resource as it can entail two main challenges. One of them is that fiction is fiction. This means that, sometimes, a cheerful, idealized or romanticized representation of a cultural issue or the excessive optimism of a happy ending may encourage unrealistic perspectives of a real problem that happens or that has taken place in a given culture (Champoux, 1999). If students watch a film where there is a representation of African American slavery and the masters treat them well, there is a risk that students interpret it

as a good life condition. Nevertheless, the history of slavery shows how abusive, discriminative, and oppressive that period was. Teachers should emphasize these facts to students when the movies do not portray facts in a very realistic way. The second issue that must be considered is how films can stimulate the appearance or confirmation of stereotypes (Kim 2002). It is important that students are warned before and after watching the movie about how these characters are just representative of those specific cultural aspects. However, a community is formed by many different characteristics that should be taken into account too.

2.3.3. Teacher's use of films in culture instruction

Movies are a good way of introducing the viewer into the cultural reality they portray. However, it is important to consider that a film only shows a reality, it is then the viewer who has to interpret that image in order to fully comprehend what the film portrays. This is when the role of the language teacher becomes essential. Films can be ambiguous as they show this reality but not explanation is provided (Pfaff, 2014), so it is the teacher's task, once the film is watched or before it, to promote a healthy and thought-provoking discussion that can expand the students' cultural views as well as destabilising the prejudices and stereotypes students may bring to the classroom. Teachers should decide what type of activities they want to perform in class and if they are going to do them before or after watching the film. Champoux (1999) agrees with both types of lesson plans, but he suggests watching the movie and then playing specific and significant short clips from the film in order to enhance discussion and so that students can better understand what the teacher is referring to. However, it can also be interesting to provide information so that students can watch the movie already having a valid context and paying attention to specific details that would have been invisible before. Pandey (2012) also mentions the possibility of watching the movie and then allowing students to analyse the different issues and elements on their own. Nevertheless, they would need some assistance if they do not know much about that culture.

The previous sections have displayed the great advantages that foreign language students would get from learning about other cultures related to the language they are being taught. Moreover, it has been shown how these cultural teachings can focus on social justice issues as a way of creating a more tolerant and aware society that supports equality and fights against injustice in a worldwide scale. In order to do so, it is essential

that teachers are knowledgeable of these issues and select those that can be more interesting or unknown for their students to motivate their curiosity and enlighten them about problems other societies face. Learning about these facts may change their world view and they could start identifying these issues in everyday life situations. Moreover, their perspective about their own culture may be questioned too. Finally, it has been mentioned how culture increases the students' interest in language learning. Nevertheless, it is important that a good methodology is used in order not to lose that motivation. In this dissertation, the use of movies and TV shows is seen as a good way of teaching these elements. Students are already used to watching media and videos and it can be a way of introducing them in a different context that clearly imitates the observation process of a culture. Furthermore, engaging discussion activities and tasks should be created so that the cultural aspects are properly analysed, and students can reach their own conclusions and cultural perspectives.

3. DIDACTIC PROPOSAL

This section includes the didactic proposal that has been created considering the aspects discussed in the theoretical framework. In this proposal, one of the main aims is to bring the American culture closer to Spanish students while they reflect about those cultural elements in their own culture. In order to explain in detail the elements that form the didactic proposal and must be considered when putting it into practice in a Spanish classroom, this chapter is divided into eight different subsections: introduction to the proposal, context and temporalization, objectives, legal framework, competences, methodology, sessions and assessment.

3.1. Introduction to the proposal

3.1.1. Overview of the proposal

The theoretical framework of this proposal has displayed the benefits of teaching culture and social justice in foreign language instruction. Furthermore, it has been explained how the use of media can be helpful to provide students with a background and to see those social justice elements in a specific context, where they can be easily understood. The main idea of this proposal is to use clips from selected films and TV shows in order to initiate the discussion about three specific social justice topics: racism and segregation, gender equality and education equality. The analysis of these aspects is focused on American society in the middle of the twentieth century and how those elements have changed or not in the present. In addition, as it has been stated in the theoretical framework, adding cultural and social justice elements can be advantageous for the students' development of their critical thinking together with the development of a deep reflection on their own culture. Thus, this didactic proposal aims to introduce these three topics, using media to establish the context, and promote the contemplation of social justice in the past and present of the United States and Spain.

This didactic proposal consists of eight sessions that are divided into three parts: segregation and racism, gender equality and education equality. Each of them has at least one session in which students are able to watch two or three series of clips from the selected cinematographic material. After watching those clips, they are organised in groups of four or five, depending on the total number of students in class, in order to discuss what they have seen and identified. This reflection is led by the teacher with a set of open questions that guides the students in their discussion, even though students are

free to manage the conversation. After giving the groups of students some time to debate, the teacher leads a big group discussion where conclusions can be reached. After watching the clips and deliberating in small groups and with the whole class, students participate in a task that allows them to connect the topic with the present reality of the United States. This part is important because the cinematographic selected materials are set in the 1950s and 1960s. By performing this task, students can understand the significance that those problems have nowadays in the United States. Finally, another set of open questions is provided so that students can associate the issue that has been discussed for the past two or three sessions in class with their own culture. In the eighth session, students have to give a presentation about a film or TV show they have selected where they consider that one of the topics discussed in class is present. They have to provide the context of the material and to display in which ways those elements are present and their significance in the characters' lives.

This procedure tries to guide the students to open their minds to tolerance and to develop their critical thinking so that they can identify inequality in order to become a society that does not stay silent when injustice takes place. Besides this main aim, it is important to highlight that all the discussion and the tasks that are performed are conducted in English. Therefore, students develop the above-mentioned critical thinking and they reflect on these issues at the same time they have to use the target language to understand the audio-visual clips, give their opinion, understand their classmates' ideas, reach conclusions and perform the tasks. In addition, the proposal includes numerous discussion activities since this type of activity allows the development of oral interaction, reflection and critical thinking. Different activities or communicative tasks that promote other aspects of the language, such as the corresponding grammatical features required for this level, may be conducted in different sessions apart from this proposal. It is important to combine these cultural elements with other contents but, due to the fact that this proposal only comprises two or three sessions each term, these additional contents can be covered during the rest of the term. In this proposal the focus is on intercultural communicative competence and social justice issues.

3.1.2. Selected materials and justification

This didactic proposal focuses on the use of media in order to teach culture and social justice, hence two specific films and an episode of a TV show have been selected with this purpose. The first film is

, the true story of Donald Shirley, a famous African American pianist that tours throughout the South of the United States during the 1960s, and Tony Lip, an Italian American driver who is hired to take and protect Shirley during that challenging trip. This movie has been chosen for its portrayal of the African American situation during the 1960s in the most conservative areas of the United States. It clearly displays the discrepancies and incoherencies that still were present at that moment and how segregation and racism were a reality that the black community had to face even though slavery had been abolished long time ago. The story allows students to immerse themselves in the way African Americans were seen by white people, the perception and prejudice that was present, not only in the South of the country, but also in the most cosmopolitan places such as New York City. African American had to deal with the fact of not being allowed the entry in restaurants, hotels or shops and their race was perceived with revulsion. Moreover, the police treatment was not egalitarian, and the black community were prejudged as criminals, not being allowed to walk in the streets at night in some cities. All these elements, together with Tony Lip's change of point of view allows the audience to feel what it was like to be African American in that moment and the frustration this community had to endure.

The second audiovisual resource that is watched is the first episode of the first season of the TV show *The Marvellous Mrs. Maisel*, a series that narrates the story of a 1950s Jewish white woman, Miriam Maisel, who represents the perfect housewife until her husband abandons her and she starts performing comedy monologues as a way of making a living. In this episode there are multiple clips that show the difference that existed between gender roles in the 1950s and 1960s in the United States. Miriam represents the perfect female, the one that was expected from women at that moment, until the departure of her husband. Therefore, this episode perfectly illustrates the gender inequality that existed at that moment in this country. Women were expected to look physically perfect and beauty was extremely important to assure women's happiness. In addition, they were great problem-solvers and had to control every aspect of the household. They had to guarantee perfection and hide every small flaw that would damage the 'perfect housewife' image that was expected from them. When Miriam's

husband leaves because he had an affair with his secretary, her parents blame her and assume that she has done something wrong such as saying bad words in front of him, which would justify his departure.

The last film that is analysed in this proposal is *Forrest Gump*, the story of a man from Alabama with a low IQ of 75 who lets himself being carried along through the major events of the 20th century in America. Most of the time, he unintendedly plays an important role and witnesses key historical events of his country such as the integration of Alabama University, the Vietnam War, the Watergate scandal, etc. This story displays numerous elements that are part of the American history and culture by narrating the story of Forrest and the situations he encounters. One of these elements is how education works in the United States and the immense inequality it entails. The film shows how Forrest would not be admitted into a public school because of his low IQ, which would be detrimental for the statistics and image of the institution. However, he has no problem to be accepted for university, and even to get his undergraduate certificate, because of his extraordinary ability to run, which is used by the American football team. These scenes can be used in the classroom as a way of introducing the topic of university education in the United States and how inegalitarian it is for students.

The two films and the episode presented are not watched fully in the classroom, only selected clips are shown to the students so that they can focus on the topic that is discussed. By watching these clips, students can be introduced into the context of the United States of the 1950s and the 1960s in order to witness how racism, segregation, and gender education inequality were present in the American society. It is important to remark that these topics are displayed sometimes in a subtle way, where students need to pay attention to non-verbal elements or contextual aspects in order to identify them. Nevertheless, the aim of this didactic proposal is to initiate a discussion in which students can reach their own conclusions in an open way, so that they can reflect on their own perceptions and preconceived ideas about the American reality of the 1950s and 1960s, the American current situation and the Spanish position regarding the topics discussed. The clips are watched in English with English subtitles so that students can use them as a support in case they do not understand the entire dialogue. Furthermore, the teacher provides a brief contextualisation before playing the first clip in order to help the students understand the overall story of the film or the episode, which will assist in their comprehension of the clip.

3.2. Context and temporalization

This didactic proposal has been designed to be implemented in a Spanish secondary school for first-year Bachillerato students. This course has been selected because usually students are more mature, and they start to be interested in the reality and injustice they are surrounded by. In addition, as this proposal focuses on discussion and debate in order to make students reflect on social justice and reach their own conclusions, it is important that students are old enough to develop their critical thinking and are competent users of the English language to participate in complex debates. However, this didactic proposal could be adapted to lower levels by adjusting the level of the tasks and adding more focused activities instead of discussion activities.

The didactic proposal consists of eight sessions that are divided in three different parts together with a final session. Each of these parts covers one specific social justice issue and includes one particular cinematographic work. The first part entails three sessions and the second and third units require two sessions. Furthermore, each group of sessions corresponds to a different term throughout the academic year, so the first part is seen during the first term, the second part in the second term and, consequently, the third part is covered during the third term. These groups of sessions are seen in class at the beginning of each term, so that when the third term arrives, students have enough time to prepare for their final task, which is presented at the end of the third term. The sequence and organisation of the terms, parts and sessions can be seen in the Table 1.

FIRST TERM	Part 1: Racism and segregation	Session 1
		Session 2
		Session 3
SECOND TERM	Part 2: Gender equality	Session 4
		Session 5
THIRD TERM	Part 3: Education equality	Session 6
		Session 7
	Final task presentations	Session 8

Table 1. Session planning

This didactic proposal can be conducted in any public secondary centre in Castilla y León, due to the fact that the legal framework that has been used is from this particular community. Nevertheless, the proposal could also be adapted to other contexts and circumstances even though the particular context of those communities should be considered before implementing this proposal in case changes had to be made.

3.3. Objectives of the proposal

The didactic proposal is aimed to provide first-year Bachillerato students with the opportunity to learn about the American culture and to reflect on social justice, not only in the United States but also in their own country. Thus, the proposal aims to fulfil the following objectives:

- To bring English students closer to the American culture in their language learning process.
- To develop the students' communicative competence by participating in oral discussions and tasks with their classmates.
- To promote the students' engagement with social justice issues so that they will be able to identify those elements in other audiovisual materials and, eventually, in real life.
- To increase the students' interest in the English language by introducing them into the American culture through films and TV shows.
- To develop the students' critical thinking in order for them to become mature adults by reflecting on social justice in other countries and in their own culture.
- To achieve a higher degree of respect and tolerance for other cultures by comprehending and being aware of the cultural background of other communities.
- To promote autonomous and collaborative work by engaging students in group work during the tasks and in the final task.

In addition to these specific objectives, this didactic proposal also considers the objectives from the article 25 of the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, the Spanish regulation in which the objectives for the Bachillerato stage are stated. Among all the objectives, this proposal considers the following:

b) To consolidate a personal and social maturity, that allows students to act in a responsible and autonomous way and to develop their critical spirit. To predict and solve peacefully personal, family and social conflicts.

c) To promote effective equality of rights and opportunities between men and women, to analyse and appreciate in a critical way existing inequalities and discriminations, and, particularly, violence against women and to impel real equality and no discrimination for any type of condition or personal or social circumstances, including people with disabilities.

- f) To communicate fluently and accurately in one or more foreign languages.
- g) To use reliably and responsibly information and communication technology.
- h) To know and critically appreciate different contemporary world realities, its historical backgrounds and main elements of its development. To participate in solidarity in the development and improvement of the students' social environment.
- k) To strengthen the enterprising spirit with attitudes of creativity, flexibility, initiative, groupwork, self-confidence and critical thinking.

3.4. Legal framework and curricular elements

The didactic proposal described in this dissertation is targeted to Spanish students of English. Therefore, the Spanish regulation has been considered while creating the lesson plan and all the curricular elements included in it. One of the main references of this program is the *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*, which establishes the national regulation for education. Furthermore, the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* has also been considered in order to determine the curricular features of the Bachillerato stage, which is the target group of students. This *Real Decreto* also provides the general objectives of the Bachillerato stage that have been presented in the previous section. Finally, the competences mentioned in this proposal and their relationship with other curricular elements are supported by the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*.

As it has been stated above, this didactic proposal is targeted for first-year Bachillerato students learning in Castilla y León. Thus, it is important to consider the specific regulations from this autonomous community regarding curricular elements and how to apply them in a first-year Bachillerato classroom. The regional specifications of the national regulation in Castilla y León can be seen in the *Orden EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*. This *Orden* establishes the particular contents, evaluation criteria and learning standards that must be applied in each stage of the secondary and Bachillerato stages in the education centres of the region. According to this regulation and considering the first level of Bachillerato stage, the

curricular elements that have been taken into consideration during the creation of this didactic proposal can be seen in the Appendices section of this dissertation.

3.5. Competences

Apart from the curricular elements displayed in the previous section, this didactic proposal encourages a number of competences that students can acquire throughout the development of the lesson plan. The competences that are mentioned below are included in the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*.

The first competence present in the proposal is the Linguistic Competence since students are required to use the target language constantly in the proposed tasks. Learners have to use the four skills (speaking, listening, reading and writing) in order to properly participate. In addition, one of the main elements of this lesson plan is its focus on spoken interaction and production, which demands the development of this competence. This discussion aspect is also related with the Learning to Learn Competence because students are guided during the sessions by the teacher but, in order to reach conclusions, they have to actively use their own reflection and critical thinking. No opinion is imposed by the teacher; students debate and obtain their own conclusions by watching the audiovisual materials and debating. However, the teacher makes sure that students end up reaching a tolerant conclusion, mediating if disrespectful attitudes and stances are adopted by the students.

Considering that one of the main objectives of this didactic proposal is to raise awareness and tolerance towards social justice issues, it is evident that the Social and Civic Competences are also a fundamental aspect of this program. Students develop their critical thinking and initiate debates about inequalities taking place in the American and Spanish cultures. Furthermore, the Cultural Awareness and Expression Competence also plays an important role as the American culture is analysed and examined by watching the films and the TV episode, debating, and performing the tasks. The students also reflect on their own culture so that tolerance can be promoted.

Students are required to give a presentation as their final task in which they have to create a visual presentation using digital resources. This fact, together with Activity 4 from session 3 and Activity 3 from session 7, are the reason why the Digital Competence

is also developed in this didactic proposal. Finally, there are some tasks, e.g., the final task, in which students are free to choose the elements they want to talk about. Giving the students the opportunity to explore and select the topics or elements they can reflect on enhances the Sense of the Initiative and Entrepreneurship.

3.6. Methodology

The methodology of this didactic proposal is mainly based on two specific approaches: Communicative Language Teaching and Task-Based Language Teaching. Communicative Language Teaching (CLT) can be defined as an approach that “emphasizes learning a language first and foremost for the purpose of communicating with others” (Duff, 2014). This methodology is present in the lesson plan because students are required to apply real language use with a specific context. They have to use the English language with the purpose of giving their opinion or performing the tasks, which involves focusing on the message and not on the grammatical correctness of their speech. Furthermore, students may need to negotiate the meaning in order to comprehend or be understood since there are multiple tasks that involve oral interaction.

The student’s role in CLT is to actively participate in the class by using their own language resources to communicate with their classmates. On the contrary, the teacher’s role is to facilitate communication, providing assistance when it is needed and monitoring the use of the foreign language and the students’ work. Moreover, this approach promotes culture teaching and inductive learning, which are two of the main objectives of this didactic proposal. Students get to know inductively about American culture and social justice by watching media and discussing what they have seen and their opinion about it in small groups and, eventually, with the whole class.

The second approach represented in this didactic proposal is Task-Based Language Teaching (TBLT), which shares numerous elements with CLT. According to Pica et al. (1993), the main basis of this teaching approach is the completion of tasks, in which language is used as a means of making meaning and achieving real-world goals. This methodology is also present as students participate in the sessions in order to achieve and complete a bigger goal, the final task. They have to give a presentation where they include social justice elements that have been discussed throughout the previous sessions and, in order to properly perform that final task, they have to apply the knowledge and skills they have acquired during their participation in the designed tasks. TBLT also

advocates for real meaningful communication where students are involved in a context, and they have to focus on delivering the message instead of grammar correctness. In addition, TBLT encourages the use of authentic materials so that the communicative experience and culture instruction would be as real as possible, and students can feel more engaged in the communicative process.

3.7. Sessions

The didactic proposal consists of eight sessions that are developed throughout the three terms of the academic year. As it has been mentioned above, this cultural section is performed at the beginning of the term and in each term a different social justice issue is discussed. In addition, each social justice issue is connected to a different film or TV show episode. The eighth session corresponds to the final task and is accomplished at the end of the third term. The arrangement of the sessions and the terms can be seen in Table 2.

Term	Session	Title	Topic	Aim
First term	1	What is racism and segregation?	Racism and segregation	To introduce the topic and start identifying racist elements in <i>Green Book</i> .
	2	Segregation and white's perspective	Racism and segregation	To detect and reflect on white's perspective of African American people and segregation in <i>Green Book</i> .
	3	Black Lives Matter and Spanish perspective	Racism and segregation	To discuss and reflect on the current American situation regarding racism and segregation and connect it to Spain's reality.
Second term	4	Gender inequality in America during the 1950s	Gender equality	To introduce the topic and identify gender inequality elements in <i>The Marvellous Mrs. Maisel</i> .
	5	Me Too and Spanish gender equality	Gender equality	To connect the elements discussed in session 4 in relation to the current situation in the United States and Spain.
Third term	6	American education equality	Education equality	To introduce the topic and identify education inequalities in <i>Forrest Gump</i> .

	7	How is university education nowadays?	Education equality	To reflect on American education nowadays.
	8	See what I see	Final task presentations	To give a presentation in groups about any of the three topics.

Table 2. List of sessions and topics

In addition, it is important to highlight that these sessions have been created in order to raise cultural awareness and to help students develop tolerance, critical thinking and a sense of justice towards the American culture and their own culture. The performance of these tasks should allow students to be more open-minded in the future and not to prejudge other cultures without considering their background. Students can also consider and identify social justice elements that they can see in the news, in any social platform or in films and TV series they watch in the future.

Many of the activities presented in this didactic proposal, including the final presentation are designed to work in small groups as well as the final task presentation. Students are organised in groups of four or five, depending on the total number of students in the class, and work together during the eight sessions.

Hence, the eight sessions that comprise this didactic proposal are presented, together with the activities that are included and the description and main aim of each of them. The required class management and resources are also specified, and some samples of linguistic input are provided so that the teacher's speech can be displayed.

SESSION 1 (50 minutes): What is racism and segregation?

In this session students are introduced to the topic of racism and segregation. They first have to reflect on their previous knowledge and then they watch selected clips from the film *Green Book*. After that, they are given some discussion questions that allow them to think about what they have just seen. This way, students can be aware of their preconceived ideas on the topic and then, by watching the film and debating, to meditate if their preconceived ideas were correct or not.

SESSION 1: What is racism and segregation?		
Activity 1	What did we know about racism and segregation?	15 minutes
Activity 2	Tell me the facts!	10 minutes
Activity 3	Getting to know <i>Green Book</i>	2 minutes
Activity 4	Are they so different?	8 minutes
Activity 5	Did we see racism or segregation?	15 minutes

Table 3. Session 1 activities

Activity 1: What did we know about racism and segregation?

Aim: To activate students' previous knowledge about racism and segregation.

Time: 15 minutes

Type of activity: Warm-up.

Class management: Students are given 7 minutes to discuss the questions in small groups of five and then there is a big group discussion led by the teacher.

Resources: A computer, a screen, a projector and the PowerPoint slide with the discussion questions.

Description: Students are organized in small groups in order to answer together a set of discussion questions about their previous knowledge of racism and segregation. After giving them 7 minutes to discuss them in groups, the teacher conducts a big group discussion so that students can share their knowledge and what has been discussed in small groups. The teacher does not correct the students, just promotes their participation. Students focus on the following discussion questions:

- What does racism mean?
- What does segregation mean?
- What do you know about racism and segregation in the United States?
- What was the situation of African American citizens in the United States during the 1950s and 1960s?

Linguistic input: Hello everybody! Today we are going to start with the first session regarding social justice and American culture. During this term, we are going to talk about racism and segregation. Have you ever heard these terms before? (*The teacher looks at the students waiting for nodding heads or other type of gesture*) Yes? Good. We are going to watch clips from a film to see different elements about this topic in the United States at the middle of the twentieth century. But first of all, I want you to reflect on what you already know. You may have seen things regarding racism and segregation in this country and moment in films, books, TV shows, in class... Let's talk about it! In order to do so,

I'm going to project a series of questions on the screen. I want you to organise yourselves in groups of five and answer together these questions together. Take into account that you are going to work with that group during all these sessions, so think carefully who you want to be with. Also, bear in mind that each of you may have different opinions and that is alright! You can agree or disagree with your classmates, we are here to reflect on these social justice topics and build our own opinion. It is very important that we respect each other and the culture we are seeing. Tolerance is key, even though we may think it is too different or someone's idea is wrong. Is this clear? Are there any questions? *(The teacher waits for any possible question and answer them if there are any)*

Ok, so you have five minutes to talk about these questions in groups. After that, we will discuss together what you have said in your groups. Now, listen to me, everybody has to participate, ok? I will take this and your attitude into account. Ok, five minutes! There you go!

(The teacher goes around the tables while the students are talking in groups to make sure the task is correctly performed and that students use the target language)

OK, have you finished? I want you to share your ideas! I heard some good ones! Who wants to start? *(Students voluntarily raise their hands to participate in the big group discussion. The teacher makes sure that each student's turn is respected and promotes the participation of all the groups. If the students do not want to participate, the teacher asks them randomly)*

Activity 2: Tell me the facts!

Aim: To provide students with some facts about the historical background of racism and segregation in the United States.

Time: 10 minutes

Type of activity: Introductory activity

Class management: Students participate individually.

Resources: A computer, a screen, a projector, Internet connection and the Kahoot game prepared with questions about American racism and segregation history.

Description: Students participate in a Kahoot game where they have to answer to questions about historical facts connected with racism and segregation historical facts in the United States. Students have to answer guided by their previous knowledge or intuition to questions about dates or facts. This way, they are given a background before watching the film clips.

Activity 3: Getting to know *Green Book*

Aim: To provide a brief description of the film's plot so that students can locate the clips and comprehend the overall story.

Time: 2 minutes

Type of activity: Introductory activity

Class management: The teacher explains orally the plot and main elements of the film to the entire class. Big group activity.

Resources: A computer, a screen, a projector and the PowerPoint presentation that the teacher uses to show pictures of the characters so that the explanation is more visual.

Description: Students are explained briefly the plot and main characters of the film *Green Book* so that they are able to follow the clips easily. The teacher explains the overall plot as a way of introducing the clips they are about to watch and to provide a context.

Activity 4: Are they so different?

Aim: To watch three short clips from *Green Book* where racist elements can be seen.

Time: 8 minutes

Type of activity: Reinforcement activity

Class management: Big group activity

Resources: A computer, a screen, a projector and the following selected clips from *Green Book*:

- Clip 1 (6:31-8:08): Two African American plumbers go to Tony's house to fix the sink. Tony's wife offers them two glasses of water and they drink them. Tony witnesses the scene and throws the two used glasses to the bin.
- Clip 2 (1:01:13- 1:04:25): Don is not allowed to use the restroom during a concert and is asked to use the toilet they have built in the garden for African Americans.
- Clip 3 (1:07:26- 1:09:07): Don and Tony enter in an elegant men's shop so that Don can try on a suit. However, the owner of the boutique does not allow African Americans to try on clothes.

Description: Students watch the three selected clips with English subtitles so that they can discuss what they have seen in the next activity.

Activity 5: Did we see racism or segregation?

Aim: To discuss about what students have seen in the previous activity in order to identify racist or segregation elements.

Time: 15 minutes.

Type of activity: reinforcement activity.

Class management: Students discuss in small groups for 7 minutes and then there is a big group discussion led by the teacher.

Resources: A computer, a screen, a projector and the PowerPoint presentation with the discussion questions.

Description: Students are asked to talk about what they have seen in the clips by answering the given discussion questions. They also have to provide their opinion about why they think white people behaved like that and the characters' possible feelings and expectations. Once they have debated in small groups, the teacher leads a big group discussion where students can share what has been said in the small groups. The teacher does not correct the students, just assures that everybody can participate and promotes a good environment. Students focus on the following discussion questions:

- Did you notice racism or segregation in these clips?
- In which situations?
- Why do you think white people behaved like this?
- In your opinion, what are Don and Tony's feelings?

SESSION 2 (50 minutes): Segregation and white's perspective

In this session students continue to watch more clips from *Green Book* and to discuss segregation elements they could perceive in the film. In addition, the Green Book object appears and is commented together with the white's perception of African Americans during the 1960s. Students reflect on the hypocrisy and irony that can be perceived in the film and how that reflects the situation that the African American community lived in that moment. Furthermore, in this session big group discussion activities are combined with small group activities as students have already been given the opportunity to discuss about these topics in Session 1 and can provide their opinions without having to share them in small groups first. In Table 4 the planning for Session 2 can be examined together with the temporalisation of each activity.

SESSION 2: Segregation and white's perspective		
Activity 1	Where were we?	2 minutes
Activity 2	The Green Book	6 minutes
Activity 3	What does the Green Book tell us?	10 minutes
Activity 4	You cannot eat here	4 minutes
Activity 5	Talking about Don's incident in the restaurant	7 minutes
Activity 6	I did nothing!	6 minutes
Activity 7	Prejudging African Americans	15 minutes

Table 4. Session 2 activities

Activity 1: Where were we?

Aim: To recap what was seen in the previous session.

Time: 2 minutes.

Type of activity: Warm-up activity.

Class management: Big group activity.

Resources: No resources are needed.

Description: Students are asked by the teacher two questions so that they can remember the topic that is being discussed and the film's main plot. The students are asked the following questions:

- What topic are we talking about?
- What is the title of the film? Why does it have this title?

Activity 2: The Green Book

Aim: To watch three short clips where the purpose of the Green Book is explained.

Time: 6 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and the following selected clips from *Green Book*:

- Clip 4 (22:27- 24:15): Tony is given the Green Book before his departure. Don's musicians explain he and Don may not always share hotels.
- Clip 5 (51:43- 53:29): Tony is surprised by the appearance of Don's hotel.
- Clip 6 (53:30-54:23): Tony reads the Green Book when he is alone in his hotel bedroom.

Description: Students watch the above-mentioned clips so that they can learn about the Green Book and reflect on its use. In addition, segregation elements are discussed referring to the hotel distinction.

Activity 3: What does the Green Book tell us?

Aim: To discuss and reflect on the use of the Green Book in the United States and identify segregation elements.

Time: 10 minutes.

Type of activity: Reinforcement activity.

Class management: Big group discussion.

Resources: The teacher's notes with the discussion questions noted down.

Description: Students are asked some discussion questions in order to reflect on the use American society had of the Green Book and how it symbolises segregation. In this activity, students engage in a big group discussion led by the teacher as the questions are more focused on comprehension rather than reflection. Students answer the following questions:

- What is the Green Book?
- Was it used all over the United States?
- Why was it necessary at that moment?
- Does it show segregation or racism? Why?

Activity 4: You cannot eat here.

Aim: To watch a short clip that displays racism and segregation happening in a restaurant.

Time: 4 minutes.

Type of activity: Introduction activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and the following selected clips from *Green Book*:

- Clip 7 (1:35:39- 1:39:58): Don is not allowed to eat in the restaurant where he is going to perform afterwards.

Description: Students watch the selected clip in order to discuss about it in the next activity.

Activity 5: Talking about Don's incident in the restaurant

Aim: To discuss about the clip that has been watched in the previous session and to reflect on the irony and hypocrisy it displays.

Time: 7 minutes.

Type of activity: Reinforcement activity.

Class management: Big group activity.

Resources: The teacher's notes with the discussion questions noted down.

Description: Students participate in a big group discussion where they have to answer voluntarily to comprehension questions regarding the clip they have just seen. In addition, they are encouraged to reflect on the irony that can be noticed about Don's situation. The discussion questions are the following:

- What happens in the restaurant?
- Why is Don not allowed?
- What do you think about it? Is it ironic?

Activity 6: I did nothing!

Aim: To watch the selected clips in order to witness the police's perceptions of the African American community.

Time: 6 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and the following selected clips from *Green Book*:

- Clip 8 (1:20:39- 1:24:59): Don and Tony are stopped by the police and they end up in the cell of the police station.

Description: Students watch the clip from *Green Book* so that they can perceive the general view the police had of African Americans.

Activity 7: Prejudging African Americans

Aim: To discuss and reflect on the police prejudice regarding African Americans.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group discussion for 7 minutes and then, the teacher leads a big group discussion where students share what they have talked about.

Resources: A computer, a screen, a projector and the PowerPoint presentation with the discussion questions

Description: Students are asked to discuss in small groups a series of questions in order to reflect on the clip they have seen and to give their opinion and provide their perceptions about the police's behaviour. The teacher guides them to think about how the police's prejudging can affect the rest of the society. Students focus on the following discussion questions:

- In what ways do white people prejudge African American people?
- Why was the police officer confused when he saw Tony and Don in the car?
- How do the police treat Don? Is it fair?

SESSION 3: (50 minutes) Black Lives Matter and the Spanish perspective.

In this session, students are able to connect the segregation and racism elements they have identified and discussed in the two previous sessions with the American current reality. For this purpose, students are first required to activate their previous knowledge on whether there is still racism and segregation in the United States nowadays. After that, the Black Lives Matter (BLM) movement is mentioned, and students learn about the background of this network and how it has also become an art movement. Students are asked to develop a collaborative task in which they have to look for a BLM work of art and explain it briefly. Finally, students reflect on their own perspective regarding racism in Spain. Due to the resources needed in Activity 4, this session needs to be performed in an IT classroom so that each group of students can have access to at least one computer with Internet access. The planning for session 3 can be seen in Table 5.

SESSION 3: Black Lives Matter and the Spanish perspective		
Activity 1	What about now?	10 minutes
Activity 2	Introduction to Black Lives Matter	5 minutes
Activity 3	BLM background	5 minutes
Activity 4	Art can complain too!	15 minutes
Activity 5	What about Spain?	15 minutes

Table 5. Session 3 activities

Activity 1: What about now?

Aim: To promote the students' reflection on their previous knowledge about the presence of racism nowadays in the United States.

Time: 10 minutes.

Type of activity: Warm-up activity.

Class management: Small group activity during the first five minutes when students have to discuss in small groups their opinions. The last five minutes a big group discussion is conducted by the teacher.

Resources: A screen, a computer, a projector and the PowerPoint presentation where the discussion questions can be read.

Description: Students are asked to talk in small groups about whether they think racism is still present in the United States and, if so, in what ways. In addition, the two first questions allow students to recap what has been discussed in the previous sessions and to emphasise when the story that is portrayed in *Green Book* took place. Students consider these questions first in small groups and then they share their opinions with the rest of the class. The discussion questions that guide the students' conversation are the following:

- What did we talk about in our previous sessions?
- When does the story from *Green Book* take place?
- Do you think racism is present in the United States nowadays? In which form?

Activity 2: Introduction to Black Lives Matter

Aim: To inductively generate students' reflection on the Black Lives Matter movement and racism nowadays.

Time: 5 minutes

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A blackboard.

Description: The teacher writes the acronym BLM in the blackboard and ask the students if they have ever seen it before. Then, the teacher asks what that acronym stands for. Once students have recognised the movement, they are asked what Black Lives Matter and the reason for its existence are.

Activity 3: BLM background

Aim: To instruct students in the BLM movement so that they can understand its origin and significance in the United States.

Time: 5 minutes.

Type of activity: Reinforcement activity.

Class management: Big group activity. Students work individually and they voluntarily participate to provide their answers in the big group discussion.

Resources: A screen, a computer, a projector and the YouTube video selected (<https://youtu.be/QCLjCg4D-FQ>)

Description: Students are given a worksheet with a table that indicates the missing information they have to comprehend from the video. The YouTube video provides a brief explanation on the BLM origin and the importance it has in American society nowadays. The video can be watched with English subtitles to assist the students' comprehension and is played twice in case they have not been able to complete the chart. After watching the video, the teacher leads a big group discussion to share the students' answers.

Activity 4: Art can complain too!

Aim: To bring students closer to the artistic aspect of BLM and to promote a deeper comprehension of the movement by analysing works of art that illustrate the cause.

Time: 15 minutes

Type of activity: Reinforcement activity.

Class management: Small group activity.

Resources: At least one computer with Internet connection to each group, link to the Padlet board, a screen, a computer, a projector and Internet access.

Description: Students are required to work in small groups to surf the internet in order to find a work of art that is part of the BLM movement. They have to access the Padlet board and add a post-it in which they include a picture of the work of art, the name of the artist (if they can find it), year of creation (if they can find it) and a brief description of the piece and its significance or meaning.

Activity 5: What about Spain?

Aim: To develop students' reflection on their own country regarding racism.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity during the first 7 minutes and then, there is a big group discussion.

Resources: A screen, a computer, a projector and the PowerPoint slide where students can read the questions.

Description: Students discuss in small groups their perception and opinion about the presence of racism and prejudices towards other races and cultures in Spain. In order to do so, they try to answer the suggested discussion questions even though they are encouraged to talk about other aspects of the same topic. After their small group conversation, students participate in a big group discussion led by the teacher where they can share their opinions and learn from other classmates' perspectives.

SESSION 4: (50 minutes) Gender inequality in America during the 1950s

This is the first session in which the gender equality topic is seen and discussed with the students. For this purpose, students make an initial reflection on their previous knowledge regarding this social justice issue in the 1950s in the United States. Afterwards, a series of clips from the first episode of the TV show *The Marvellous Mrs. Maisel* are watched in order to identify gender inequality elements and discuss them. It is important to mention that Activity 1 requires that students bring their phones to class so that they can participate in the brainstorming. The list of activities together with their temporalisation can be seen in Table 6.

SESSION 4: Gender inequality in America during the 1950s		
Activity 1	What do we know already?	10 minutes
Activity 2	Introduction to <i>The Marvellous Mrs. Maisel</i>	2 minutes
Activity 3	Appearance matters	5 minutes
Activity 4	Discussing the 1950s gender roles	15 minutes
Activity 5	Ready to sleep	3 minutes
Activity 6	Is it the same for men and women?	15 minutes

Table 6. Activities session 4

Activity 1: What do we know already?

Aim: To activate the students' previous knowledge about gender equality in the 1950s and 1960s in the United States.

Time: 10 minutes.

Type of activity: Warm-up activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector, Internet access and the Mentimeter link.

Description: Students are asked to use their phones in order to participate in a brainstorming through the platform Mentimeter. They have to add words that, according to their previous knowledge, describe the female's role in the United States during the 1950s and 1960s. This platform facilitates the creation of word clouds which displays instantly the words participants are writing. If a word has been written more than once, the screen reflects how this word grows and becomes bigger. This way, the students and the teacher can quickly and easily identify which are the adjectives that have been used more frequently. After this brainstorming, students are asked what gender equality means and if they think there was gender equality during those decades in the United States.

Activity 2: Introduction to *The Marvellous Mrs. Maisel*

Aim: To comprehend the context of *The Marvellous Mrs. Maisel* has in order to comprehend the clips that are played in the following activities.

Time: 2 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and a PowerPoint presentation to provide the explanation.

Description: The teacher provides an explanation of the overall plot of the series and introduces the main characters so that students can easily follow and comprehend the clips they watch in the following activities.

Activity 3: Appearance matters

Aim: To watch the selected clips in order to illustrate the relevance female physical appearance had in the 1950s in the United States.

Time: 5 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and the following selected clips from the episode 1x01 of *The Marvellous Mrs. Maisel*.

- Clip 1 (18:24- 19:31): Miriam and her mother have a conversation in which they express their concern about the baby's forehead. They consider it is too big and that could jeopardise the baby's future happiness.
- Clip 2 (20:36- 21:55): Miriam measures her body everyday so that she can control every variation it suffers.

Description: Students watch the selected clips in order to comprehend the females' context during those decades in the United States.

Activity 4: Discussing the 1950s gender roles

Aim: To reflect on the differences that existed between gender roles during the 1950s in the United States according to what students have identified from watching the clips.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity during the first 7 minutes. After that, the teacher leads a big group discussion so that students can share their thoughts and learn from each other's opinions.

Resources: A screen, a computer, a projector and the PowerPoint slide with the questions so that students can read them during the discussion.

Description: Students are given the opportunity to reflect on what they have seen during the previous activity by answering in small groups to a series of questions. They are given time to discuss them in small groups and then, there is a big group discussion where the teacher leads the conversation and students can give their opinion and listen to other classmates' thoughts. The discussion questions suggested to the students are the following:

- According to the episode, what perception did society have of women in the 50s in the United States?
- How was the female role? How was the male role?
- Why is the grandmother worried about the baby's forehead?
- Why do you think Miriam measures herself?

Activity 5: Ready to sleep

Aim: To watch a short clip in order to illustrate the importance female physical appearance had in order to reflect on that in the next activity.

Time: 3 minutes.

Type of activity: Reinforcement activity.

Class management: Big group activity.

Resources: A screen, a projector, a computer and the selected clip from episode 1x01 of *The Marvellous Mrs. Maisel*:

- Clip 3 (15:48-18:06): In this clip Miriam prepares herself to sleep so that her husband cannot see how she removes her make up and her hairstyle. Before he wakes up, she puts everything back again to make him think she is always that beautiful.

Description: Students watch the selected short clip in order to understand the female sense of responsibility they had towards their physical appearance and the male's role regarding this issue.

Activity 6: Is it the same for men and women?

Aim: To discuss about the differences there are between female and male society's expectations.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity during the first 7 minutes and big group activity afterwards.

Resources: A screen, a computer, a projector and the PowerPoint slide that includes the discussion questions.

Description: Students are required to reflect on the clip they have seen in the previous activity and on their opinion about the expectations society imposes on men and women. They are given 7 minutes to debate in small groups and, after that, the teacher leads a big group discussion where students can share their opinions. They are guided by the following discussion questions:

- Why does she have that ritual before and after sleeping?
- Do you think her husband knows about it? Why?
- Do you think her husband is also concerned about his physical appearance? Why?

SESSION 5: Me Too and Spanish gender equality in Spain

This session continues with the display of selected clips from the episode 1x01 of *The Marvellous Mrs. Maisel* together with some discussion and reflection about its meaning. In addition, students perform a discussion task where, by answering the suggested questions, they can connect with the current situation regarding gender equality situation and the Me Too movement. Another element that is covered in this session is the correlation students can establish between the gender inequality that has been detected in the TV show with the present situation regarding the situation of women in the Spanish society. The list of activities together with their temporalisation can be seen in Table 7.

SESSION 5: Me Too and Spanish gender equality in Spain		
Activity 1	Where were we?	1 minutes
Activity 2	I'll be better	9 minutes
Activity 3	Whose fault is it?	15 minutes
Activity 4	Me Too	10 minutes
Activity 5	Spain and Gender equality	15 minutes

Table 7. Activities session 5

Activity 1: Where were we?

Aim: To review what was seen in the previous session.

Time: 1 minute.

Type of activity: Warm-up activity.

Class management: Big group activity.

Resources: No resources are needed.

Description: The teacher asks for a volunteer in order to provide a brief summary of what was seen in the previous class so that students can focus on and remember the topic and the TV show.

Activity 2: I'll be better

Aim: To watch two selected clips from *The Marvellous Mrs Maisel* in order to identify gender inequality elements.

Time: 9 minutes

Type of activity: Reinforcement activity.

Class management: Big group activity.

Resources: A screen, a projector, a computer and the following selected clips from episode 1x01 from *The Marvellous Mrs. Maisel*:

- Clip 4 (31:44- 37:00): Miriam’s husband tells her that he is leaving her because he has an affair.
- Clip 5 (37:10- 40:00): Miriam’s parents’ reaction to Joel’s desertion. Her father blames Miriam for choosing a weak man and her mother blames her because she must have done something wrong. Both parents are sure she cannot survive alone.

Description: Students watch the two clips in order to identify gender inequality elements.

Activity 3: Whose fault is it?

Aim: To discuss and reflect on the way Miriam’s parents have reacted and how that portrays the gender roles of the 1950s in the United States.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity during the first 7 minutes and, afterwards, big group activity.

Resources: A screen, a projector, a computer and the PowerPoint slide with the discussion questions.

Description: Students are required to answer a series of discussion questions with the purpose of reflecting on the clip they have seen and how it displays the gender roles of that moment and their opinion about them. First, they discuss their answers and opinions in small groups. Then, a big group discussion is led by the teacher. Students are given the following questions:

- What is the father’s reaction? And the mother’s reaction?
- Why do you think they reacted this way? Why are they upset?
- Why do they say Miriam will not survive without her husband?

Activity 4: Me Too

Aim: To help students connect the elements that have been seen during this session and the previous one with American’s current situation regarding the gender equality issue.

Time: 10 minutes.

Type of activity: Reinforcement activity.

Class management: Big group activity.

Resources: A blackboard and the teacher's notes with the discussion questions.

Description: The teacher tries to help students link the 1950s women's situation in American society with the present. In order to do that, the teacher asks them the following questions:

- Do you think there is still gender inequality in the United States nowadays?
- Have you ever heard of Me Too? What is it?
- Do you think that if there was gender equality this movement would have existed?

Students voluntarily participate in the big group discussion and the teacher ensures a good environment to promote the students' active role.

Linguistic input: Good guys, those ideas were great! So, when does *The Marvellous Mrs. Maisel* take place? Do you remember? (Students voluntarily answer)

Yes, exactly, we are talking about the end of the 1950s and the beginning of the 1960s. We are no longer in those decades, right? Do you think there is still gender inequality in the United States nowadays? Do the same things happen? Or has everything changed? (*Students participate voluntarily by answering. The teacher makes sure that each turn is respected and that a good environment prevails*)

OK, so, if you say things are so different right now and that gender inequality doesn't exist anymore...what happens with the Me-Too movement? Have you ever heard of it? What is it? (*Students answer the question. If no student wants to participate, the teacher randomly names some of them*)

OK, so you have heard of it and you know more or less what it is about. Do you think that if there was gender equality this movement would have existed? (*Students answer the question. If no student wants to participate, the teacher randomly names some of them. The teacher continues with the debate until the time designated for this task has finished*)

Well done guys! It was really interesting to know your opinion about this. Let's continue!

Activity 5: Spain and gender equality

Aim: To promote the students' reflection on this social justice issue in their own culture.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity during the first 7 minutes and then, big group activity.

Resources: A screen, a projector, a computer and the PowerPoint slide with the questions.

Description: Students are provided with a series of discussion questions so that they can think about gender equality or inequality in Spain nowadays. They are required to connect the elements that have been discussed before to their own perception of Spanish society and their opinion about it. For the first 7 minutes students can debate in small groups and, afterwards, share their opinions with the rest of the class in a big group discussion led by the teacher.

SESSION 6: American education equality

This session is aimed to initiate the discussion about American education equality by watching selected clips from the film *Forrest Gump*. Students reflect on their previous knowledge about American university education since it has frequently been portrayed in the media. However, the purpose of this session and session 7 is to promote the students' reflection of the reality and inequalities this type of education normally entails. The session follows the same pattern that has been used in the previous sessions so as to watch selected clips of the film and then encourage discussion about the students' perceptions and opinions. In Table 8 the list of activities that are performed can be seen together with their temporalisation.

SESSION 6: American education equality		
Activity 1	What do we know about American education?	15 minutes
Activity 2	Introduction to <i>Forrest Gump</i>	3 minutes
Activity 3	Your son is not allowed	3 minutes
Activity 4	Is Forrest like everyone else?	10 minutes
Activity 5	If you run, you can	4 minutes
Activity 6	Discussion about scholarships	15 minutes

Table 8. Activities session 6

Activity 1: What do we know about American education?

Aim: To activate the students' previous knowledge about American education.

Time: 15 minutes.

Type of activity: Warm-up activity.

Class management: Small group activity during the first 7 minutes and then students participate in a big group discussion.

Resources: A screen, a projector, a computer and the PowerPoint slide with the questions.

Description: Students are asked to think about their previous knowledge on American education. This is an aspect that is frequently present in many films or TV shows so they

may remember numerous elements about university in the United States. Students are guided by the following questions:

- What do you know about American university education?
- Would you like to study in one of them? Why? Why not?

Activity 2: Introduction to *Forrest Gump*

Aim: To understand the plot and general context of the film.

Time: 3 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a projector, a computer and the PowerPoint presentation.

Description: The teacher provides a brief summary of the film so that students are able to comprehend the clips and their general background. In addition, the teacher describes the main characters.

Activity 3: Your son is not allowed

Aim: To watch a selected clip from *Forrest Gump* in order to identify education inequality.

Time: 3 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a projector, a computer and the following selected clip from *Forrest Gump*:

- Clip 1 (7:18-9:16): Forrest's mother is told by the school principal that her son is not allowed to study there because of his IQ.

Description: Students watch the clip in order to analyse it afterwards regarding education inequality.

Activity 4: Is Forrest like everyone else?

Aim: To promote reflection on the discrimination of students in American education.

Time: 10 minutes.

Type of activity: Reinforcement activity.

Class management: Small and big group activity.

Resources: A projector, a screen, a computer and a PowerPoint slide with the questions.

Description: Students are given time to debate in small groups what they have seen in the clip, focusing on their opinion about Forrest's treatment by the school. Students are guided by the following discussion questions:

- Why doesn't the principal want Forrest in the school?
- What do you think about that?
- Do you think every student has the same opportunities?

Students are given 5 minutes to talk in small groups and then the teacher leads a big group discussion.

Activity 5: If you run, you can

Aim: To watch a selected clip in order to comprehend how American university works.

Time: 4 minutes.

Type of activity: Introductory activity.

Class management: Big group activity.

Resources: A screen, a computer, a projector and the selected clips from *Forrest Gump*:

- Clip 2 (15:03-17:16): Forrest narrates how he was accepted for university because of his running abilities.
- Clip 3 (29:57-30:17): Forrest is able to graduate.

Description: Students watch the selected clips so that they can understand the way Forrest could go to university and even to get a diploma.

Activity 6: Discussion about scholarships

Aim: To reflect on the way American universities work and the advantages and disadvantages it entails.

Time: 15 minutes.

Type of activity: Reinforcement activity,

Class management: Small group and big group activity.

Resources: A screen, a computer, a projector and the PowerPoint slide with the questions.

Description: Students are required to reflect on the scholarship's procedure and how this element, together with the fees, affect students. The questions that students answer in order to be guided are the following:

- Why is Forrest admitted in a university?
- Do you think he pays for it?

- Do you think he would have been admitted if he wasn't good at football?
- Do you think he would have graduated if he wasn't good at football? How is it possible that he graduates if his IQ is low?

Students are given 7 minutes to debate in small groups and then a big group discussion is led by the teacher.

SESSION 7: How is university education nowadays?

In this session, students can do research about the current situation of American university. In addition, they are required to think about how this situation affects students and the possible flaws of studying in an American university. In Table 9 the list of activities and their temporalisation can be examined:

SESSION 7: How is university education nowadays?		
Activity 1	What did Forrest tell us?	5 minutes
Activity 2	Let me discuss this...	10 minutes
Activity 3	How much is it?	20 minutes
Activity 4	Final discussion	15 minutes

Table 9. Activities session 7

It is important to emphasize that Activity 3 requires that every group needs access to a computer with Internet connection. Therefore, technology devices should be provided or the teacher should use the IT classroom for this session.

Activity 1: What did Forrest tell us?

Aim: To remember what has been discussed in the previous session.

Time: 5 minutes.

Type of activity: Warm-up activity.

Class management: Big group activity.

Resources: No resources are needed.

Description: The teacher asks what the previous session was about in order to make students remember the topic and main ideas that were discussed. Students participate voluntarily.

Activity 2: Let me discuss this...

Aim: To promote discussion about the implications students have to face in the United States when attending university.

Time: 10 minutes.

Type of activity: Reinforcement activity.

Class management: Big group and small group activity.

Resources: A screen, a projector, a computer and the PowerPoint slide with the questions.

Description: Students are given 5 minutes to answer to a series of questions in order to reflect on what must be like to be an American student according to what they have learnt in the previous session. After those 5 minutes, the teacher leads a big group discussion where students can share their thoughts and learn from each other. These are the questions students answer:

- Do you think students can easily afford studying at university?
- Do you think private or famous universities are more expensive than public ones?
- Do you think tuition fees are very different from Spanish universities?

Activity 3: How much is it?

Aim: To do some research on the fees and loan options American universities have.

Time: 20 minutes.

Type of activity: Reinforcement activity.

Class management: Small group activity.

Resources: Each group needs at least a computer or any other electronic device with Internet access and the Padlet link.

Description: Students are asked to do some research on the Internet about American universities. Each group is given the name of an American university and they have to search in authentic university webpages for information about fees, loans and scholarships. After they find it, they have to post that information in a Padlet board so that the rest of the groups can read it.

Linguistic input: Ok guys, so after listening to your perceptions about American university I want you to do some research. You are going to work in groups in order to find information about the fees and scholarship options of a specific American university. I will give each group the name of one university, and you have to look that information up in their official webpages. Once you have found it, you have to do to this Padlet, you can see here the code to access it, and add a text with the picture of the University logo

where you include the name of the university, if it is private or public, the academic fees, if you can find information about accommodation fees include it, and scholarship or loan options available from the university. You will have 15 minutes and I will go around to help you if you need it, ok? Is this clear? Are there any doubts? Ok, let's go! I will go around and tell each group what university you are researching.

(The teacher goes around the tables in case any group needs help and to tell them what university they have to investigate. In addition, the teacher makes sure that the students are using properly the computers and that the task is properly performed)

Ok, have you finished? Let's look together the Padlet board. Group 1, can someone read your text? *(The teacher asks the same to the rest of the groups so that each group reads what they have written and provides any needed clarifications).*

Well done everybody! Ok, now we are going to talk about this, once the research has been done!

Activity 4: Final discussion

Aim: To discuss and reflect on the American university issues.

Time: 15 minutes.

Type of activity: Reinforcement activity.

Class management: Small group and big group activity.

Resources: A screen, a projector, a computer and the PowerPoint slide with the questions.

Description: Students are asked to answer a set of questions in small groups in order to reflect on the real implications American university education entails and how their initial perspective has changed. They have to consider all the ideas and aspects discussed in class together with the information they obtained from the previous activity. They are given 7 minutes to answer in small groups and then they can share their thoughts in a big group discussion led by the teacher. Students answer the following set of questions:

- Are only private universities expensive in the United States?
- How do you think students pay for it? Do you think they struggle? What type of problems they may face?
- Does this information change your perception of what must be like to study in an American university?
- Do you think American university education is fair for the students?
- How is Spanish university education different from the American?

SESSION 8: See what I see

This is the final task session in which students present their analysis in groups. Each group has 10 minutes to indicate the film or TV show they have selected, provide a brief summary of the general plot and main characters and display in which ways the story or context includes racism, gender inequality or education inequality. The entire session is devoted to the final task and is carried out at the end of the third term, the three social justice issues are covered.

Aim: To give a presentation to explain American social justice elements present in a film or TV show.

Time: 50 minutes. Each group has 10 minutes to give their presentation.

Type of activity: Final task.

Class management: Big group activity.

Resources: A screen, a computer, a projector, and each group's presentations.

Description: Students give a presentation, working in small groups, about their examination of a cinematographic material and they have to explain in which way one of the three social justice issues discussed in class is present. For that purpose, students are required to prepare a PowerPoint presentation (they can use other platforms such as Canva or Genially) in order to make it visual for their classmates. In addition, they are advised to include screenshots of the scenes in which these issues can be seen. Each group member has to participate in the presentation according to the instructions provided by the teacher, so ideally, each student speaks for two minutes. After this session, each group is required to send their presentation to the teacher so that they can be evaluated. Concerning the selection of the film or TV show, students are told to choose any American material where any of the social issues discussed in class, in the past or present of the United States, can be seen. The teacher provides a Google Drive document where each group includes their film or TV show so that there are no repeated footages.

While each group gives their presentation, the rest of the students are given a worksheet with nine tables (corresponding with each group apart from their own) and they have to complete them with information extracted from their classmates' presentation. At the end of the session, students have to hand in the assignment to the teacher, which is corrected in order to assure the understanding of the presentations. Moreover, this task facilitates the students' attention and interest in their classmates' presentations.

3.8. Assessment

This didactic proposal is characterised by integrating communicative skills with the contents so that students can focus more on their message rather than on the formal aspects on the language. However, it is important that they use the English language properly, in a way that communication is not threatened. Therefore, the assessment of this didactic proposal is formative, continuous and integrative. The teacher corrects any possible language mistakes students make in their speech, provided that they jeopardise the overall comprehension of the message. Furthermore, students are required to participate in the tasks and during the discussions, which is evaluated by the teacher. It is important to remark that the content of the students' opinions is not considered, just a good attitude towards the tasks and group work. Another element that is contemplated is the tolerance and respect students show during the discussions and tasks as this is an essential aspect of the didactic proposal that is constantly pursued. For this purpose, the teacher completes a rubric at the end of each part of the didactic proposal where the use of communicative skills, participation and attitude in class, group work performance and respect and tolerance are considered. This rubric can be seen in Appendix 13 and feedback is given to the students before the next topic starts, so that they can reflect on their performance and to try to change those aspects that need improvement.

The final task is also evaluated following a specific rubric that can be examined in Appendix 11. In this rubric, students are assessed considering the ideas they provide, their use of English and fluency, their body language and eye contact and the visual aids used during the presentation. Some of these aspects, such as content and visual aids, are common to the entire group and the rest of them are individualised to each student depending on their performance. This rubric is provided to the students at the same time they are given the guidelines to complete the final task so that they are aware of which aspects of their presentation are evaluated.

Finally, students' opinion can be very relevant for the good performance of the didactic proposal. Thus, the teacher provides a short questionnaire that students can complete at home after they have finished each topic so that they can reflect on their interest and performance. In addition, students supply information to the teacher that can be useful for the following topics or even to future implementation of this didactic proposal with other groups. The link for this questionnaire is displayed in Appendix 12.

4. CONCLUSIONS

This Master's Dissertation has displayed a didactic proposal to use films and TV shows in language instruction with the purpose of initiating discussion and making students reflect on social justice and cultural issues taking place in the United States and in their own country. The reason for using audiovisual materials that can be found in mainstream platforms is to show students how these elements surround them even though they may not have been aware of that before. Moreover, these social justice issues are present in their own country, which requires a deep reflection on one's own culture. The American culture has frequently been portrayed in the media and students may think they know a lot about the selected topics. Nevertheless, one of the main purposes of this didactic proposal is to analyse thoroughly how these aspects affect and have affected the American community- and the Spanish community as well. This way, students are given an opportunity to reflect on their previous knowledge, expand it and reflect on the aftermath of these issues in both countries. Consequently, this didactic proposal promotes the students' interest for the American culture and encourages tolerance and critical thinking towards other cultures and social justice issues. In addition, as the theoretical framework has shown, dealing with culture and social justice is a good way to enhance the students' interest for the English language and their motivation, which results in a greater development of their language skills.

The didactic proposal included in this Master's Dissertation may also have some limitations, which require some examination. One of them is that the teaching plan has not been put in practice yet, which implies that new difficulties can emerge that have not been considered in this dissertation. Another possible limitation is that a big part of the teaching plan depends on the students' active participation due to the fact that there are numerous discussion activities. The teacher guides the discussion and needs to be patient and able to stimulate the conversation when students lack initiative. However, students are told that their performance is taken into account by the teacher each term, which may motivate their participation and willingness to improve. Moreover, this didactic proposal intends to promote tolerance and respect different cultures. It is required that the teacher pays attention to any possible comments that may jeopardise this objective so that it is immediately ended and corrected in case it cannot be avoided. Even though the teacher encounters this limitation, it can be used as a way of making students reflect on their own prejudiced perspectives and make them aware of their biased mindsets. Another limitation that is important to consider is that students may have difficulties to identify or discuss

the cultural or social justice aspects in the clips watched in class. Also, they may be challenged to connect what they see in the films and the TV show with their own reality despite the group discussion. The final term questionnaires intend to detect those difficulties so that the teacher is aware of it and changes can be implemented in the next term. Finally, this didactic proposal focuses on the development of oral interaction and production skills, which is the reason why there are numerous discussion activities. Other contents and skills can be taught in other sessions during the academic course apart from this teaching plan. It is important to consider that this didactic proposal has been created to be implemented during two or three sessions of each term of the regular academic year and aims to develop specifically the mentioned contents and skills. Therefore, other curricular elements not included in this didactic proposal are supposed to be covered during the rest of the term.

The didactic proposal also presents certain strengths regarding the instruction of culture and social justice issues in the United States through the use of media. Students experience a personal growth resulting from developing their critical thinking and reflecting on different elements that facilitate a mature adult perspective. First-year Bachillerato students are entering adulthood and begin to be interested in social justice. Therefore, this didactic proposal can contribute to that personal enrichment by exploring a different culture, cultivating their critical thinking and becoming more tolerant and aware of different cultural backgrounds and issues. Furthermore, students can reinforce their cultural identity at the same time they think about their own culture's weaknesses, which encourages respect for others and willingness to change inequalities. Students can also become conscious travellers who, when they exploring other cultures, can identify cultural elements in a respectful way, extolling their positive aspects and critically reflecting on what they observe. Moreover, students can develop a sense of awareness that can be applied when watching films or TV shows in which other cultures are portrayed. This way, they can analyse what they see considering the cultural background of that context and appreciating it tolerantly and respectfully, not falling into stereotypes or prejudiced perspectives. As it has been stated above, intercultural communicative competence and social justice issues are the two key elements of this didactic proposal, which are not normally covered in regular English instruction. This teaching plan allows students to expand their language knowledge with skills and topics they may not be used to apply in class and it can contribute foster their motivation and interest for the language together with a deeper understanding of external elements that surround it. Finally, it is

important to mention that the didactic proposal can be expanded by adding other social justice issues, new audiovisual materials or even changing the country under analysis. If the proposal has a good reception among students, creating another teaching plan for their next year, examining a different culture with its corresponding media and different social justice issues can be contemplated. In addition, this didactic proposal can be implemented in lower levels by decreasing the number of discussion activities and incorporating further guidance by the teacher.

In conclusion, this didactic proposal has displayed a teaching plan to develop cultural tolerance and critical thinking by analysing the American present and past culture and reflecting on Spain's situation. Also, the proposal has described an approach to use media, which students normally watch, in an educational experience capable of expanding their tolerance and critical thinking as well as developing their communicative competence and increasing their interest for the English language and cultures.

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6. APPENDICES

Curricular elements

Contents	Evaluation criteria	Learning standards
¹Block 1. Comprehension of oral texts		
<p>1. Comprehension strategies:</p> <p>1.5. Inference and formulation of hypotheses about meanings from the comprehension of significant, linguistic and paralinguistic elements.</p> <p>2. Sociocultural and sociolinguistic aspects: social standards, courtesy rules; traditions, moral values and beliefs; nonverbal language.</p> <p>3. Communicative functions.</p> <p>3.1. Social relations management in personal, public, academic and professional environments.</p> <p>3.2. Description and appreciation of physical and abstract characteristics related to people, objects, places, activities, procedures and processes.</p> <p>3.3. Narration of exceptional and usual events in the past, description of condition and present situations, and expression of predictions and short-term, medium term and long-term future events.</p> <p>3.4. Exchange of information, indications, opinions, beliefs and</p>	<p>1. To identify the main ideas, relevant information, common thread or plot, and general implications of texts considerably long, well-organised and with linguistic structures considerably complex, in a variety of the standard language and articulated in normal speed, spoken or sung, with visual support or without, addressed to general audiences, not specifically with didactic purposes, that deal with specific and abstract topics within the specialisation field or of interest to personal, public, academic and occupational fields, as long as the acoustic conditions are good and certain details can be confirmed.</p> <p>2. To know and to be able to apply appropriate strategies to comprehend the general meaning, essential information, main themes, relevant details or information, implicit and explicit ideas and opinions if they are clearly indicated in the text.</p> <p>3. To know with enough detail and to be able to</p>	<p>1. The student comprehends technical instructions, provided face to face or by other means, related to carrying out activities and safety regulations in personal (e.g. in sports facilities), public (e.g. in an emergency situation), academic or occupational (e.g. a guided tour in an art gallery, or about the use of machines, electronic devices or computer programs).</p> <p>3. The student identifies the main items and relevant details of a formal or informal conversation long enough between two or more speakers that takes place around the student, as long as the acoustic conditions are good enough, the speech is organised and the language is not used in a very idiomatic way.</p> <p>5. The student comprehends, in a formal conversation in which the student is a participant, in an academic or occupational environment, detailed information and points of view and opinions about topics of the student's specialisation</p>

¹ These curricular elements have been translated because the didactic proposal and the dissertation are described in English. Translated by the author.

<p>points of view, advice and warnings.</p> <p>3.5. Expression of curiosity, knowledge, certainty, confirmation, doubt, conjecture, scepticism and incredulity.</p> <p>3.9. Establishment and management of communication and speech organization.</p> <p>5. Common and more specialised oral lexicon (reception), within the own interest topics in personal, public, academic and occupational environments, related to describing people and objects, time and space, conditions and events, activities, procedures and processes, personal, social, academic and professional relations; education and studies; work and undertaking; goods and services; intercultural language and communication; science and technology; history and culture.</p> <p>7. Sociocultural and sociolinguistic aspects from communities where the target language is spoken.</p>	<p>properly apply for the text comprehension the sociocultural and sociolinguistic aspects related to ordinary and unordinary situations in the personal, public, academic and occupational environments about, among others, socioeconomic structure, interpersonal hierarchy and among groups relations, behaviour (stance and position, facial expressions, voice use, visual contact, proxemics), and social conventions (attitudes, values, taboos).</p>	<p>and related to ordinary and unordinary activities and procedures, as long as the student can ask questions to check that what the speaker has meant has been understood and to obtain clarifications about certain details.</p> <p>6. The student comprehends the main ideas and relevant details of a presentation, talk or lecture that deals with topics of the student's interest or specialisation, as long as the speech is articulated clearly and in standard language (e.g. a presentation about university organization in other countries).</p>
Block 2. Production of oral texts: expression and interaction		
<p>1. Production strategies:</p> <p>1.1. Planification</p> <p>1.1.1. To conceive the message clearly, distinguishing its idea or main ideas and its basic structure.</p> <p>1.2. Performance</p> <p>1.2.1. To express the message clearly and coherently, structuring it properly and adjusting it to</p>	<p>1. To form coherent and well-structured texts about personal interest topics, or ordinary or unordinary matters, in a formal, neutral or informal register, using properly the most common cohesion resources and showing a reasonable control of expressions, structures and a lexicon of common use,</p>	<p>1. The student gives well-structured presentation long enough about an academic topic (e.g. a device design or about a work of art), clear enough so that it can be followed easily most of the time and the main ideas are accurately explained, and answers to complementary questions from an</p>

<p>the pattern of each type of text.</p> <p>1.2.4. To compensate the lack of linguistic knowledge by performing linguistic, paralinguistic or paratextual procedures.</p> <p>2. Sociocultural and sociolinguistic aspects: social standards, courtesy rules; traditions, moral values and beliefs; nonverbal language.</p> <p>3. Communicative functions:</p> <p>3.2. Description and appreciation of physical and abstract characteristics of people, objects, places, activities, procedures and processes.</p> <p>3.3. Narration of exceptional and usual events in the past, description of condition and present situations, and expression of predictions and short-term, medium term and long-term future events.</p> <p>3.4. Exchange of information, indications, opinions, beliefs and points of view, advice and warnings.</p> <p>3.5. Expression of curiosity, knowledge, certainty, confirmation, doubt, conjecture, scepticism, and incredulity.</p> <p>3.9. Establishment and management of communication and speech organization.</p> <p>5. Common and more specialised oral lexicon (reception), within the own interest topics in personal, public, academic and</p>	<p>in a general and more specific sense.</p> <p>2. To know and to be able to apply appropriate strategies to comprehend the general meaning, essential information, main themes, relevant details or information, implicit and explicit ideas and opinions if they are clearly indicated in the text.</p> <p>3. To be aware of the important sociocultural and sociolinguistic features of the communities where the target language is used, and their differences related to their own cultures, related to their traditions, uses, attitudes, values and taboos, and to act consequently, properly adjusting to the speakers characteristics and the communicative situation in which the oral text is produced.</p> <p>5. To use with reasonable correction the morphosyntactic structures, the discursive patterns and the connection and cohesion elements of common use in a way the speech is well-organised and it properly fulfils the respective communicative function or functions.</p> <p>8. To show the fluidity needed to keep the communication and to guarantee the main communicative objective of the message, even though there can be some pauses to look for words</p>	<p>audience clearly asked and at normal speed.</p> <p>3. The student efficiently participates in informal conversations face to face or by phone or by other technical means, in which experiences, feelings, reactions, dreams, hopes and ambitions are described and the student suitably answers to feelings such as surprise, interest or indifference; tells stories, such as the plot of a book or film, indicating his or her reactions; provides and is interested by personal opinions about topics of his/her interest; makes his/her opinions comprehensible related to possible solutions to problems or practical issues; kindly expresses beliefs, agreements and disagreements, and explains and justifies his/her opinions and projects.</p>
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<p>occupational environments, related to describing people and objects, time and space, conditions and events, activities, procedures and processes, personal, social, academic and professional relations; education and studies; work and undertaking; goods and services; intercultural language and communication; science and technology; history and culture.</p>	<p>and hesitations in the expression of some more complex ideas, applying prosodic and gestural strategies to keep and maintain the attention of the audience and overcoming the fear to speak in public. 9. To show certain flexibility in the interaction with regard to mechanisms of giving or having the floor, the collaboration with the interlocutor and the maintenance of the communication, even though it may not always be done elegantly.</p>	
Block 3. Comprehension of written texts		
<p>1. Comprehension strategies: 1.3. Distinction of types of comprehension (general meaning, essential information, main elements, relevant details, implications). 3. Communicative functions: 3.2. Description and appreciation of physical and abstract characteristics related to people, objects, places, activities, procedures and processes. 3.3. Narration of exceptional and usual events in the past, description of condition and present situations, and expression of predictions and short-term, medium term and long-term future events. 5. Common and more specialised oral lexicon (reception), within the own interest topics in personal,</p>	<p>1. To identify the main ideas, relevant information and general implications of texts long enough, printed or in digital format, supported or not by graphic elements, well-organised and with linguistic structures of certain complexity, in a variety of standard language and that deal with abstract and specific topics within their own specialisation or interest field, in personal, public, academic or occupational environments, as long as the difficult sections can be read. 3. To know with enough detail, and to be able to properly apply to the text comprehension the sociolinguistic aspects derived from ordinary and unordinary situations in the personal, public, academic and occupational</p>	<p>3. The student comprehends personal correspondence in any format and messages in blogs and forums, in which information and ideas are transmitted, people ask about problems and they are clearly and in detail explained, experiences, feelings, reactions, facts, plans and abstract or concrete aspects related to topics of the student's interest. 5. The student comprehends the general meaning, the main points and the most relevant details of news and journalistic articles that are well-structured and long enough in which specific points of view are taken about topics of the student's interest and written in a standard variety of the language.</p>

<p>public, academic and occupational environments, related to describing people and objects, time and space, conditions and events, activities, procedures and processes, personal, social, academic and professional relations; education and studies; work and undertaking; goods and services; intercultural language and communication; science and technology; history and culture.</p> <p>8. Appropriate use of information and communications technology.</p>	<p>environments, about, among others, socioeconomic structures, interpersonal hierarchy and among groups relations, social conventions (attitudes, values, taboos), and the general aspects that allow the sociocultural background comprehension of the text.</p> <p>8. To be able to recognise if the results obtained after an Internet search are appropriate or not.</p>	<p>6. The student understands, in manuals, encyclopaedias and textbooks, printed or in digital format, specific information for the development of a class task or a research work related with topics of the student's speciality, such as specific information related with practical issues or academic or occupational topics of the student's interest found in webpages and other official informative texts that can be institutional or corporate.</p>
<p>Block 4. Production of written texts: expression and interaction</p>		
<p>2. Performance:</p> <p>1.2.1. To express the message clearly, adjusting to the patterns and specifications of each type of text.</p> <p>3. Communicative functions:</p> <p>3.2. Description and appreciation of physical and abstract characteristics related to people, objects, places, activities, procedures and processes.</p> <p>3.3. Narration of exceptional and usual events in the past, description of condition and present situations, and expression of predictions and short-term, medium term and long-term future events.</p> <p>7. Appropriate use of information and communications technology.</p>	<p>1. To write, in any format, texts with a clear structure about different general and more specific topics related to the students' own interests or speciality, making descriptions with enough detail; using their own words, and coherently organising information and ideas taken from different sources and justifying their own opinions about general or more specific topics, using elements of cohesion and coherence and a commonly used or more specific lexicon according to the communication context.</p> <p>7. To reproduce the orthographic, punctuation, patterns of common or specific use (e.g. instructions to delimit information, such as parenthesis or dashes), often including</p>	<p>5. The student writes, in a conventional format, short reports in which information about a specific academic, occupational or less common topic (e.g. a problem during a trip) is provided, describing in detail situations, people, objects and places; narrating events in a coherent sequence; explaining the reasons for certain actions, and giving opinions and brief and explained suggestions about the issue and future courses of action.</p> <p>6. The student writes personal correspondence and participates in forums and blogs in which he/she provides information and ideas about abstract and specific topics, checks information and asks about problems and explains</p>

	<p>corrections; to know how to use word processors to solve, e.g. doubts about punctuation in texts produced in electronic format, to use efficiently writing conventions that regulate Internet communication and to look up information using adequately search engines in the Web, applying strategies that allow the distinction of good and bad results until obtaining the required information.</p>	<p>them accurately, and describes, in detail, experiences, feelings, reactions, facts, plans and a series of specific topics related with his/her interests or speciality.</p>
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Session 1

1. Activity 2: Example of Kahoot question about racism and segregation background.

When was slavery abolished in the United States?



11

27 Respuestas

▲ 1910

◆ 1865

● 1890

■ 1935

2. Activity 3: Example of PowerPoint presentation to illustrate *Green Book*'s plot and main characters.

Green Book



Don Shirley

African American pianist. He lives in a mansion in New York. He is part of the upper class.



Tony Lip

Italian-American. He works in a night club and is a middle-low class person.

Session 3

3. Activity 3: Chart students have to complete while watching the video.

What is Black Lives Matter?	
Main aim	
Year it started	
Event that caused BLM appearance	

4. Activity 4: Example of Padlet text.

 A screenshot of a Padlet board titled 'Black Lives Matter art' by 'eva.rodriguez.rodriguez'. The board has a corkboard background and features a post about a painting titled 'George Floyd Lynching' by Nikkolos Smith. The post includes the year 2020 and a detailed meaning of the artwork.

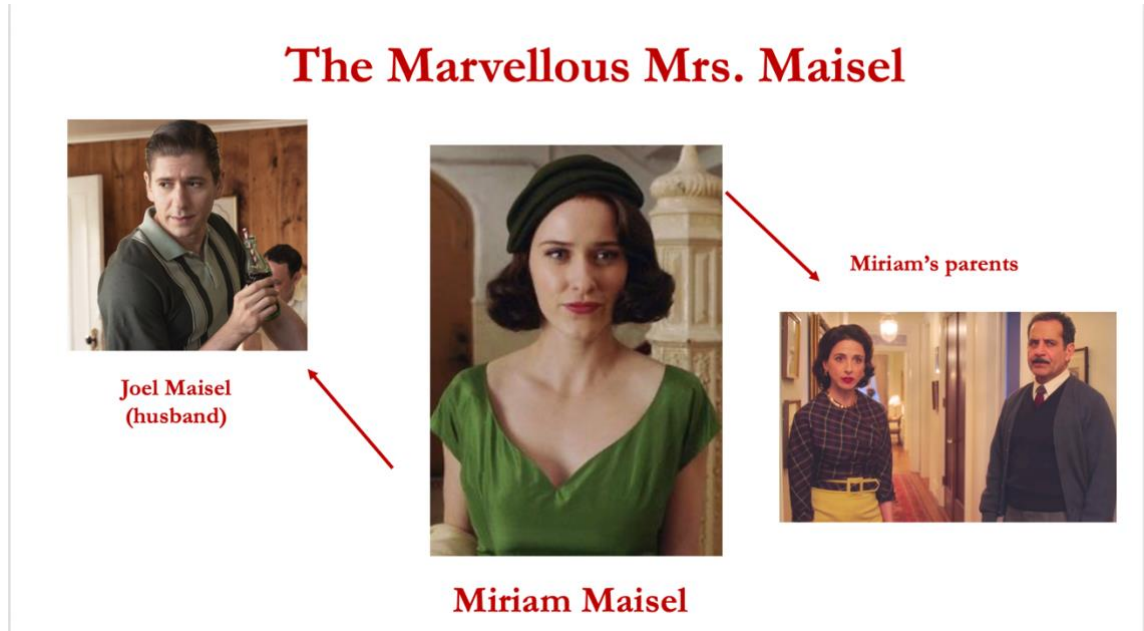
Black Lives Matter art
Hecho con estilo molon

George Floyd Lynching

Artist: Nikkolos Smith
Year: 2020
Meaning: A kid shows a banner informing of a man's lynching without saying his name. In the newspaper it can be seen the name of George Floyd. The artist wants to emphasize how the police and society tried to play down the importance of his death.

Session 4

5. Activity 2: Example of PowerPoint presentation to illustrate *The Marvellous Mrs. Maisel* plot and its main characters.

**Session 6**

6. Activity 2: Example of PowerPoint presentation to illustrate *Forrest Gump* plot and its main characters.

Forrest Gump

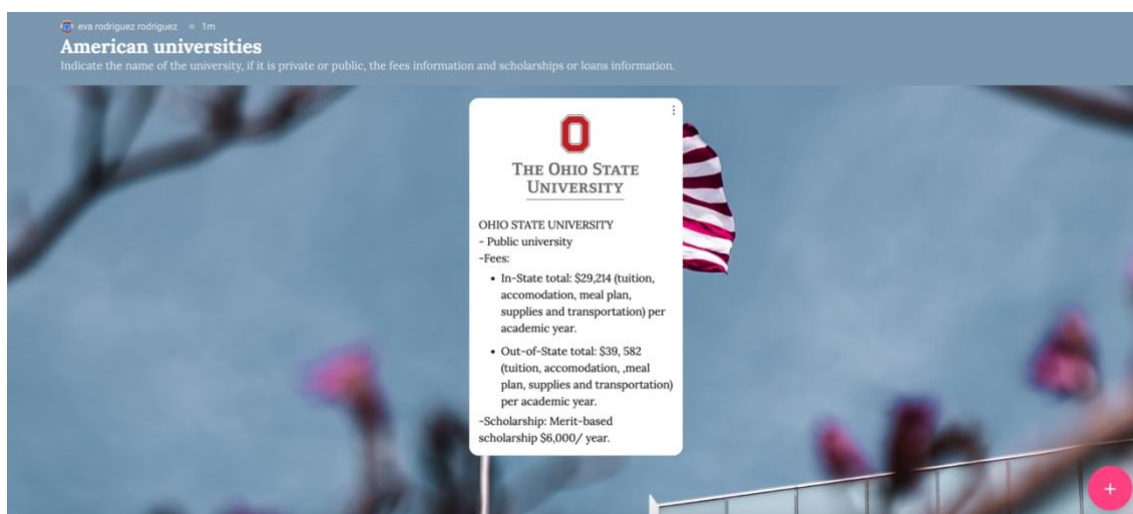
Forrest Gump



Mrs. Gump
(mother)

Session 7

7. Activity 3: Padlet board.



8. Activity 3: list of universities

List of universities	
Group 1	Harvard University
Group 2	West Virginia University
Group 3	University of Berkeley
Group 4	University of Alabama
Group 5	Georgetown University

Session 8

9. Final task drive where students specify the title of the selected film or TV show.

https://docs.google.com/document/d/1_UfDghU92LCHQYzdzq6CQuoGC7TR_d620DJzwPAEzJE/edit?usp=sharing

10. Final task worksheet.

Group number...	
Title of the film/TV show	
Social justice issue discussed	
Name three elements where this social justice issue can be seen	1. 2. 3.

11. Final task rubric.

Student:				
	Excellent	Good	Adequate	Insufficient
Content	All the elements the student provides are thought-provoking and interesting and they are properly related with the contents seen in class. Also, the presentation follows the guidelines supplied by the teacher.	Most of the elements provided by the student during the presentation are thought provoking and interesting. Also, most of the information is related with the content seen in class and the guidelines supplied by the teacher.	The student provides some thought-provoking and interesting elements properly related with the contents seen in class and somehow follows the guidelines supplied by the teacher.	The student does not provide thought-provoking and interesting elements properly related with the contents seen in class and does not follow the guidelines supplied by the teacher.
Use of English	The student uses grammatical structures properly, without mistakes corresponding to their level.	The student mostly shows a good use of grammatical structures in the presentation, with a maximum of two mistakes corresponding to their level.	The student shows good use of grammatical structures sometimes in the presentation, with a maximum of four mistakes corresponding to their level.	The student does not show a good use of grammatical structures in the presentation, with more than four mistakes corresponding to their level.
Fluency	The student is fluent and does	The student is mostly fluent	The student is somehow fluent	The student is not fluent and

	not have pauses or hesitations during the presentation.	and has two or less pauses or hesitations during the presentation.	and has four or three pauses or hesitations during the presentation.	has five or more pauses or hesitations during the presentation.
Body language and eye contact	The student displays an excellent body language and keeps constant eye contact with the audience.	The student displays a good body language and keeps frequent eye contact with the audience.	The student displays a somehow good body language and keeps occasional eye contact with the audience.	The student displays an improper body language and does not keep eye contact with the audience.
Visual aids	The student uses adequate and creative visual aids that allow a good comprehension of the contents.	The student uses mostly adequate and creative visual aids that allow a generally good comprehension of the contents.	The student uses a few of adequate and creative visual aids that sometimes allow a good comprehension of the contents.	The student does not use adequate and creative visual aids that allow a good comprehension of the contents.

Assessment

12. Self-assessment questionnaire to evaluate their own performance at the end of each topic.

https://docs.google.com/forms/d/e/1FAIpQLSeoFMyyLx3Y0wnaZoYs1d2eXXx7ueVWuHrKNw0Mlq6GdFH0EQ/viewform?usp=sf_link

13. Teacher's rubric to evaluate the students' performance at the end of each topic.

Student:	Term:		
	Poor	Good	Excellent
Communicative skills			
Participation in class			
Attitude in class			
Group work			
Shows respect and tolerance			