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***Ready Player One (2011): A proposal for using dystopian
fiction in the EFL classroom***

Lucía Pérez Iglesias

Tutora: Rosa María Pérez Alonso

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Abstract

Literature is a didactic tool that has been neglected in recent years by other types of teaching materials. Therefore, this paper aims to show the benefits the use of literature in the EFL classroom can have. For this purpose, contemporary literature has been selected in order to increase motivation and encourage reading habits among students. Accordingly, a didactic proposal has been designed to be developed in a complete school year based on *Ready Player One* (2011), a book of young adult and dystopian fiction. With the development of several activities based on its reading, it is intended that students improve their proficiency in the foreign language while reflecting and interacting with the text itself as it deals with issues that may affect students directly in their daily life.

Keywords: literature, EFL teaching, dystopian fiction, Young Adult literature

Resumen

La literatura es una herramienta didáctica que en los últimos años ha sido relegada por otros tipos de materiales. Por ello, con este trabajo, se pretende mostrar los beneficios que puede tener el uso de literatura en el aula de lengua extranjera. Para ello se ha decidido utilizar literatura contemporánea con el objetivo de aumentar la motivación y fomentar hábitos de lectura entre el estudiantado. Con este propósito se ha diseñado una propuesta didáctica para desarrollar en un curso escolar completo basada en *Ready Player One* (2011), un libro de literatura juvenil y distópico. Con el desarrollo de diversas actividades basadas en su lectura se pretende que los alumnos mejoren su competencia en la lengua extranjera a la vez que reflexionan e interactúan con el propio texto al tratar sobre temas por los que se pueden ver afectados los estudiantes directamente en su día a día.

Palabras clave: literatura, enseñanza del inglés como lengua extranjera, literatura distópica, literatura juvenil

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Introduction

In recent years the study of language pedagogy has focused on communication through approaches such as the Communicative Language Teaching. This kind of approach is based on simulations of real-life situations to trigger real communication among students through the interaction between learners. Therefore, meaning becomes more important than form while learning English and the students are encouraged to use the language to trigger this interaction, the teacher acts as a guide while the students interact with their peers to fulfill different activities proposed by the teacher. However, some teachers tend to reduce the written input to dialogues and conversations as they clearly recreate actual events. Nonetheless, we have a very profitable written input within our reach: literature.

Literature has been neglected in the EFL classroom in the past as it was linked with the Grammar-translation method. Back when this was the preferred method among language teachers, literature was the only form of real input available for learners. However, we currently have access to wide range of authentic input, both oral and written, which has led to literature being sidelined as it is sometimes considered outdated.

Nonetheless, most researchers in the field agree that literature is a very powerful tool in the EFL classroom. Several studies such as Khatib et al. (2011), Van (2009) or Lazar (1993) have pointed out its advantages and how teachers should consider including literature in their lessons. In general terms, literature can trigger language acquisition and culture awareness at the same time if the text is chosen and worked on correctly. But the question remains whether we can foster communication and motivation among students using literature.

For this reason, this dissertation attempted to design a didactic proposal based on literature which would interest students and trigger communication at the same time. In order to do so, several aspects have been considered. Firstly, the book is framed within young adult literature as several studies such as McKay (1982) have emphasized the benefits it has for English learners. Secondly, different surveys carried out with high school students have shown that they prefer contemporary texts over classical novels. Lastly, the text chosen is also framed within a contemporary genre, the dystopian one, which has been widely popular in the past few years. The benefits this genre have also been mentioned in this dissertation. However, in this proposal, we will mainly focus on how it can benefit critical thinking among teenagers. This proposal would be implemented in six sessions throughout the school year. There would be two sessions per term as the book chosen is divided into three levels. The students will be required to read a level per term as each level has an appropriate number of pages for a first year of Bachillerato

student.

By way of conclusion, my intention with this proposal is to encourage reading habits among students as well as encouraging communication and critical thinking in the classroom through the realization of several activities. Students will have to use the target language, in this case English, to fulfil the different activities. In addition, some of these activities will consist of discussions based on different topics present on the novel which will encourage oral communication skills as well as critical thinking. Hence, this dissertation offers a new proposal for integrating a real novel into a secondary education classroom, considering all the aspects deemed as helpful by the scholars consulted.

Finally, the structure of this dissertation consists of a review of the literature consulted for this dissertation in the theoretical framework. This section begins with the most general, which is the role of reading in the EFL classroom to the most specific, which are the genres in which *Ready Player One* is framed. Secondly, the didactic proposal itself will be explained, contextualizing it, explaining its methodology and the development of the sessions. Lastly, the materials designed for these six sessions can be found in the annexes.

I. Theoretical framework

This section of the dissertation consists of the theoretical framework, which will start with the more general and progress to the more specific. The first section deals with a contextualization of the role of reading in the EFL classroom. Then, the second section focuses on literature as a didactic tool itself: the different advantages and disadvantages it has, its current situation in the Spanish educational system and what series of literary approaches are included in the literature consulted and how to select texts for secondary education students. Finally, we will focus on the literary genre chosen for the didactic proposal (a young adult dystopian novel).

1. The role of reading in L2 learning

According to Krashen's Comprehension Hypothesis (2003), students need to understand messages in order to acquire a second language, meaning that they have to comprehend what they read or hear. This theory proposes that the most effective way for learners to acquire language is through comprehensible input. Furthermore, this input should be one step beyond our students' competence (I+1), making them understand input by context (Krashen, 1992). This comprehensible input can be either oral or written but, in this dissertation, we are going to mainly focus on written input as the later didactic proposal is based on the reading skill.

Renandya (2007) explains that one of the main factors affecting students' performance in L2 is the lack of input in the classroom. Clearly, we cannot expose them to the same amount of input

as in their L1, but we can bring them closer to input in L2 through authentic materials. For instance, through books¹. There are two approaches towards the use of books in the classroom: intensive and extensive reading. The main difference lays on how we use these texts. As Renandya (2007) states:

In intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills—such as identifying main ideas and recognizing text connectors—and to enhance vocabulary and grammar knowledge (p.135).

The other approach is known as extensive reading, which according to Carrel and Carson (1997) “generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language” (p. 49-50).

Intensive reading tends to be preferred by teachers as it is thought that extensive reading is not enough to gain reading fluency (Renandya, 2007). Nonetheless, it has been proved by several studies that extensive reading has positive effects on several aspects of language proficiency (Constantino et al., 1997; Lee et al., 1996; as cited in Krashen, 2003).

In conclusion, extensive reading is not the solution to all the problems related to language teaching. But nowadays, seeing that traditional teaching methods are not producing astonishing results, extensive reading may be a viable alternative in an attempt to help our students improve their proficiency in L2 as well as acquire an interest in reading.

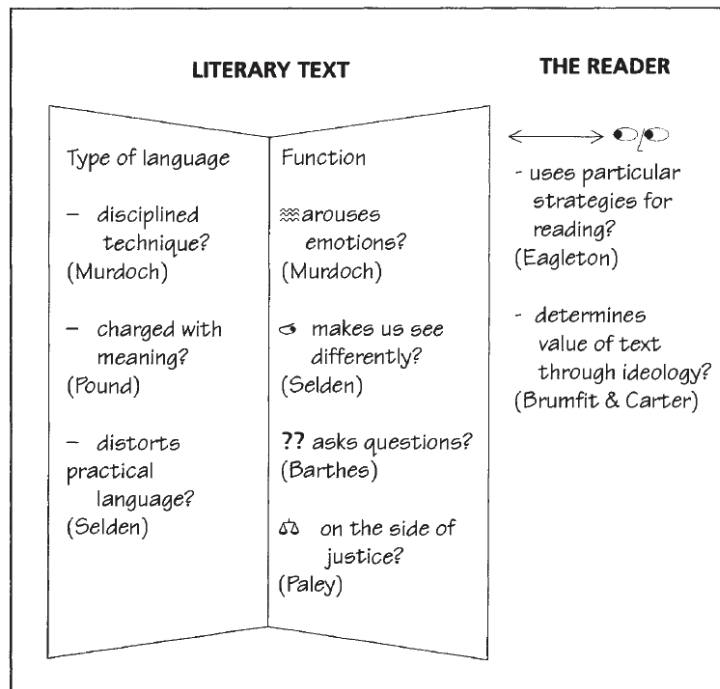
2.Literature in the EFL classroom

As previously explained, this section will explore literature and literary texts themselves. However, prior to discussing their role in the EFL classroom, we shall define what literature is. According to the Cambridge Dictionary, literature is “written artistic works, especially those with a high and lasting artistic value”. Nevertheless, if we seek a more academic answer, we encounter a difficult problem. As Lazar (1993) discusses, “we have seen that defining literature is no easy task, and that there is considerable controversy among literary theorists and critics as to how this can be done” (p.5).

Figure 1.

Defining literature: the issues

¹ Throughout this dissertation the term “book” shall refer to literary books, not textbooks.



Note. Graphic that summarizes some of the concerns and ideas regarding literature (Taken from Lazar, 1993, p.4)

Figure 1 reflects this controversy between authors, presenting Iris Murdoch, Ezra Pound, and Raman Selden's theories among others.

In addition, a distinction is also made between two types of literature: Literature (with a capital letter) and literature. Maley (2001) explains that "Literature (with a large L) has tended to be thought of as the 'best' writing produced in a given language or society" (p. 180). This type of literature involves universal classics of literature such as *Romeo and Juliet* or *Pride and Prejudice*. Whereas in recent years the term "literature" has been broadened, as Maley (2001) describes:

A further enlargement of the field has taken place through the recognition of the widespread occurrence of literary devices - such as parallelism, rhyme, rhythm and metaphor - in texts which were not even written as literary texts - such as advertising copy, graffiti and public notices (p. 181)

The artistic side of literature is equally important to emphasize, "Literature, then, is to be defined as a form of art, the functioning of which is primarily dependent on the use of natural human language as its medium" (Van Peer, 2014, p. 128). However, Lazar's definition of literature will be the one considered in this dissertation, thus "we will take literature to mean those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered" (Lazar, 1993, p. 5).

2.1. Advantages and disadvantages of using literature for L2 teaching

The first methodology known used to learn a foreign language was the Grammar–translation method. With this method the main source of input for learning a L2 was literature “where an understanding of the high culture and thought expressed through literature took precedence over mere competence in using the language” (Maley,2011, p. 180).

Nevertheless, in recent years the predominant method has been CLT (Communicative Language Teaching), in which practicing real communication situations is the most important aspect. Because of that, literature has been neglected and the main focus is on dialogues and conversations which recreate real-life situations (Khatib et al., 2011).

Several scholars advocate for the positive effects the use of literature has on students’ language proficiency. However, other academics state that there may occur problems with the use of literature. In the following, I will first explain the disadvantages and then the advantages found in the literature consulted.

Among the drawbacks of using literature in the classroom, McKay (1982) emphasizes mainly two: the structural complexity and unique use of language in literary texts and the particular cultural perspective that literature represents.

According to McKay (1982) written texts do not represent Standard English, meaning that they have no academic goal for our students. Poems, for example, appear full of complex structures that are not commonly used in real-life situations. In addition to these syntax problems, some scholars believe that lexical difficulty in literary texts is also a drawback. They argue that literature is loaded with outdated vocabulary which has no occupational needs (Khatib et al., 2011). Regarding the cultural aspect, according to Duff and Maley (1990, as cited in Alemi, 2011), cultural differences can create issues that make it tough for outsiders to completely understand the broad range of references as an insider could.

In contrast, many scholars disagree with these statements. Firstly, the main benefit of using literature is that it allows us to use authentic material in the classroom. Using authentic materials triggers many other factors such as motivation, cultural background, language awareness...

As Khatib et al (2011) explain, “Authenticity is a criterion considered highly essential in the current literature in EFL/ESL which is naturally existent in literary texts” (p. 202). Authors such as Ghosn (2002) or Van (2009) think that literary texts are very motivating for students because of their authenticity and the context that they present. The reason behind this is that the topics covered in a novel or short story tend to be more appealing to the students than the pseudo narratives presented on course books (Lazar, 1993). Therefore, it has been proved by several

studies that the use of literature results in an increase on students' motivation. This factor can only be beneficial for language acquisition as experience shows that "motivation is one of the elements which can drive the learners to go ahead and it is especially achieved when students are exposed to what they really enjoy" (Khatib et al., 2011, p. 202).

Moreover, literature promotes cultural and intercultural awareness (Van, 2009). Nonetheless, this is considered a controversial statement since novels and poems are evidently fiction. Therefore, students must be aware before reading of what aspect of that culture that literary text represents, in order not to assume that this representation illustrates the totality of a society (Lazar, 1993). However, McKay (1982) states that whereas the cultural differences between the author and the reader can cause an understanding problem, they can also be beneficial as literature may help to foster better cultural tolerance in both the teacher and the learner.

In addition, we must bear in mind that we live in a globalized era, meaning that "there is a growing concern of universally shared needs and wants rather than individual needs" (Khatib et al., 2011, p. 202). There are some universal concepts that students can reflect on from literary texts such as love and hatred (Maley, 1989). However, it is also interesting to analyze the cultural difference within literary texts written in English. As Lazar (1993) explains:

Literary texts in English reflect the rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced. (p.16)

Another benefit literature has is that it triggers language acquisition, meaning that literature is a form of real input. Many learners of English have quite limited access to real spoken English, then written forms of input can be an option to stimulate language acquisition (Lazar, 1993). It is assumed that only the reading and writing skills will be prompted while working with literary texts. However, this is not entirely true. For speaking purposes, "the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and groupwork" (Lazar, 1993, p.17). For listening purposes, learners can be exposed to the audio version of the literary text or work with the musical elements in poetry such as rhythm, rhyme and intonation, which will help them approach the pronunciation of a native speaker (Khatib et al., 2011). Both ideas would be considered quite communicative thus literature can be integrated within a CLT approach.

As mentioned before, many scholars think that literature is not adequate to use in the classroom because of the difficulty of its language. To put it differently, literature includes a great deal of vocabulary, dialogue, and prose (Van, 2009). Therefore, a lot of teachers think that literature

exposes students to a “wrong” use of language (Lazar, 1993). However, “literature presents language in discourse in which the parameters of the setting and role relationship are defined” (McKay, 1982, p. 530). Meaning that students have a basis to determine why a form is used, which makes literature ideal to develop language awareness.

In spite of its complexity, students can work with poems to practice grammatical structures, changing those formal and dangling structures to Standard English structures (Khatib et al., 2011). Besides this, working with novels or short stories enable students to infer meanings more easily (Lazar, 1993). In other words, “using literature with students can help them to become more sensitive to some of the overall features of English” (Lazar, 1993, p. 19)

And finally, and for me one of the most important benefit the use of literature has is that it educates people. Beyond the advantages it has for language acquisition, literature can help our students grow as individuals. Literature deals with affection, feelings, and emotions. Exposing our students to this will make them more emotionally intelligent in the future (Khatib et al., 2011). In addition, literature can also trigger imagination and critical abilities (Lazar, 1993). In other words, literature is a good medium for language learners to increase their ability to critically think (Van 2009). I would like to stress this last advantage literature has as this didactic proposal will be aimed towards improving our students’ critical thinking skills while working with a dystopian novel.

2.2. The status of literature in the Spanish school system

In this part the focus will be on the role given to literature in the Spanish educational system. In order to do so, Real Decreto 243/2022 of 5 April, which establishes the organization and minimum teachings of Bachillerato, will be consulted as the didactic proposal is designed for the 1st year of Bachillerato.

The Curriculum of 1st year of Bachillerato presents six specific competences. Within these competences, the sixth will be further explained as it is the only competence which mainly focuses on the cultural aspect of learning rather on the actual use of language. This competence states that the students should assess critically and adapt to the linguistic, cultural, and artistic diversity of the foreign language (in our case, an English-speaking country), reflecting and sharing the similarities and differences between languages and cultures in order to act empathetically. The specific competencies of this subject also include a deeper understanding of the knowledge necessary to manage intercultural situations, and the critical appraisal and adaptation to linguistic, artistic, and cultural diversity to foster mutual understanding and contribute to the development of a shared culture. In addition, it favors the development of

artistic and cultural sensitivity, and the ability to identify and use a variety of strategies to establish relationships with people from other cultures.

Interculturality involves experiencing the linguistic, cultural, and artistic diversity of society by analyzing it, critically valuing it, and benefiting from it. During Bachillerato, interculturality deserves specific attention because it lays the foundations for students to exercise responsible, respectful, and committed citizenship and prevents their perception from being distorted by stereotypes and prejudices, which are at the root of certain types of discrimination.

In addition, since we are in the Community of Castilla y León, I have also taken into account Decreto 40/2022, of September 29, which establishes the organization and curriculum of the Bachillerato in the Community of Castilla y León. When presenting the characteristics of the subject “Foreign Language I (English)”, the Decreto 40/2022 states that

El enriquecimiento cultural y la sinergia con otras culturas donde se habla la lengua extranjera es también un elemento clave para el desarrollo personal y formativo del alumnado. Es el medio para acceder de manera fiel a las creaciones y obras literarias de grandes autores de la literatura y pensamiento de nuestra sociedad.

Likewise, when mentioning the contents of this subject, interculturality is mentioned. Within interculturality, Decreto 40/2022 states that significant literary works of literature written in a foreign language and their knowledge as vehicles of cultural transmission and the idiosyncrasy of the countries where they are spoken is an important aspect in the contents of the subject.

In our case interculturality would be gained through an exposure to literary texts, which would also be framed in the linguistic, artistic, and cultural aspect of the language itself. As we have mentioned, English novels are produced in a wide range of countries, with a wide range of different cultures as well, meaning that we could introduce our students to a broad variety of cultural aspects through literature.

2.3. Literary approaches in language teaching

Over the past decades, many scholars have searched for new ways to integrate literature in the EFL classroom. Therefore, several approaches have been proposed to benefit from literature. For instance, Carter and Long (1991) proposed three models to approach literature use, whereas Lazar (1993) proposed a slightly different sorting divided into three different approaches. In this dissertation, Lazar’s theory will be the one considered.

Each of her approaches has a form of exploiting, selecting, and organizing the literary text from which the activities in class stem. Therefore, we must know their characteristics to choose the most appropriate to our objectives.

The first approach proposed by Lazar is the “Language-based approach”. This approach

encourages the students to use their language skills to interpret the meaning of the text, “Detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it” (Lazar, 1993, p. 23). Materials designed for this approach include cloze procedures, brainstorming, summarizing, jigsaw reading...

The second approach mentioned by Lazar is “Literature as content”. This approach is the most traditional and literature is the main content of the course. Students focus on historical, stylistic, and political background to a particular text. After reading the text, “students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them” (Lazar, 1993, p. 24). Therefore, the texts themselves are the material used and are selected according to their importance as part of a literary canon.

Lastly, the third approach proposed by Lazar is the “Literature for personal enrichment”. In this approach, students use their own personal experiences to reflect on the text and hence become more actively involved in learning English. Materials are chosen according to the students’ interest and with the aim of fostering personal involvement. It is usually placed thematically and can also be organized alongside non-literary contents related to the topic of the text.

2.4. Selecting texts

The benefits of using literature and the different approaches towards it have already been reviewed. Now, we must choose a text to know which approach to apply to get the most of it. Then, the first step to use literature in the EFL classroom is to select an adequate text; it is the key to success using literature (McKay, 1982). However, this is not an easy task for a teacher. In the words of Alemi (2011) “Finding literary texts “difficult”, “hard to understand”, and “not relevant” to students’ lives are the main complaints from teachers and curriculum writers” (p. 177). This is mainly due to the difficulties of using literature mentioned before: the complexity of its language and cultural barriers. Therefore, we, as teachers, must make these difficulties as insignificant as possible. This is accomplished by appropriately selecting the texts we use in the classroom.

According to Lazar (1993), teachers should think about three main areas when choosing a text:

Table 1

Checklist of criteria for choosing literary texts

Type of course	English level
	Student’s reason for learning English
	Kind of English required (e.g., English for Academic

	Purposes, English for Business, General English...)
	Length/intensity of the course (e.g., five hours a day for three months, four hours a week for a year...)
Type of students	Age
	Intellectual maturity
	Emotional understanding
	Interests
	Cultural background
	Linguistic proficiency
	Literary background
Other text-related factors	Availability of texts
	Length
	Exploitability
	Fit with syllabus

Note. Norm proposed by Lazar to choose a text (Adapted from Lazar, 1993, pp. 48-56)

As discussed throughout this theoretical framework, literature can be a very useful tool in EFL teaching. However, in order to make the use of literature beneficial for both the learner and the teacher, we must consider both the approaches and the selection of texts before starting to develop a didactic proposal based on literature.

3.Literary genres for EFL teaching

When we choose a reading for our students, we should avoid making it too complicated. Ideally, we should stay away from dense readings unless we use graded readers² adapted to the students' proficiency as they will be too difficult for them to comprehend because of their language and cultural complexity. Several studies have been conducted on the use of different literary genres in the EFL classroom. According to Coşgun (2022), "The main literary genres used in language classrooms are poetry, short stories, drama and novels" (p. 15).

Firstly, Coşgun (2022) carried out a study on pre-service English teachers' perceptions towards literary genres. According to her findings, teachers in training preferred to use short stories and feared poetry the most as they considered this genre to be the most challenging for the students. Furthermore, Bobkina et al. (2021, as cited in Coşgun, 2022), claim that teachers tend to prefer short stories and novels over plays and poems.

² "One of a series of books of increasing levels of difficulty, used for teaching people to read, or to help them learn a foreign language by reading" (Cambridge Dictionary, n.d.)

Secondly, Tseng (2010) conducted a study with 28 high school seniors on their attitudes about different literary genres. In this study, the students were exposed to 24 literary works (there were poems, short stories, novels and plays among them) in 14 weeks. The results showed that students liked novels and short stories the most and they preferred contemporary over classic literature. We could consider within this literature genres such as coming-of-age, romantic comedy, or dystopian fiction among others. We should bear this in mind as students admitted enjoying Young Adult literature, which would be framed within contemporary literature. This would confirm what has been suggested by several authors (Brown & Stephens, 1995; Gallo, 2001; Rönnqvist & Sell, 1994; Santoli & Wagner, 2004; as cited in Tseng, 2010).

Moreover, McKay (1982) believes that a solution to overly complicated plots or too many characters is to choose Young Adult books as the subject of personal development and progress is the focus of this literature and the majority of young adult literature is typically brief and features a small cast of characters with a young adult as the main character. In addition, these types of books do not require a high proficiency in the language, which makes them widely profitable for the EFL classroom.

The novel selected for this didactic proposal, *Ready Player One* (2011), is framed in this genre as well as in the dystopian one hence framing this book in the contemporary literature category. Therefore, I will now proceed to explain a bit young adult fiction and then continue with the dystopian genre to contextualize the book.

3.1. Young Adult Literature

Although young adult fiction is a quite neglected genre within academic discussions, the advantages of using young adult literature in the EFL classroom are several. But before addressing its benefits, we must trace back to its history in order to define the term.

It is stated by Poe et al. (1995) that young adult fiction separated from adult and children's fiction during the 1960's with the publication of S. E. Hinton's *The Outsiders* (1967). This book was popular among teenagers but was not acknowledged by English teachers back then. However, this work is now considered "iconic literature that concisely epitomizes the upheavals of society and the disillusionment individuals endured in dramatic times" (Wu, 2008, p.1).

Nonetheless, it was not until the 1990's that this genre was recognized as "Young Adult literature", which marked the start of secondary English classes' enthusiastic engagement with YA fiction (Wu, 2008). This is due to young adult texts being considered appropriate and accessible in age and content, which makes working with YA literary texts motivating and profitable in the language classroom (Caspari, 2007, as cited in Alfes et al., 2021). In addition,

young adult fiction can trigger personal development in students through meaningful input. Alfes et al. (2021) explain that this is divided into two levels:

They have a communicative purpose which opens up manifold opportunities to discuss themes in class, and they are learner-centered, as they offer not only a shift of perspectives when learners empathize with the characters but sometimes also enable escapes from reality into fictional worlds. (p.15)

After briefly explaining its history and relevance in current EFL teaching, we could say that this literary genre is defined by having young adults as protagonists, topics that are pertinent to young people, as well as jargon used by young adults (Bushman & Haas, 2005). As is the case with adult books, young adult books can have a sub-genre such as fantasy, mystery, humor... (Ellsworth, 2011). In this dissertation, we are going to focus on young adult dystopian fiction as it is the genre of the book my didactic proposal will be based on.

3.2. Dystopian fiction

It is striking how with the turn of the millennium the youth dystopian genre has become a fad (Ludwig & Maruo-Schröder, 2018). With bestsellers such as *The Hunger Games* (2008) by Suzanne Collins or *The Circle* (2013) by Dave Eggers, clearly there is something about this genre that has made it so successful lately. Ludwig and Maruo-Schröder (2018) explain that current global events may lead us to fall into a “justifiably dystopian mood” (p.11). Some of the events mentioned were the rise of terrorist attacks, the Syrian war, Donald Trump's election, climate change, the rise of the extreme right-wing parties in the United States and Europe, Brexit...

Moreover, though in the article by Ludwig and Maruo-Schröder (2018), there is no reference to the Covid-19 pandemic for obvious reasons, I agree with Kloefastova's view that “Living in a pandemic makes dystopias even more relevant for many readers as instruments of coping with this horrifying experience” (2020, p. 105). In addition, I think that nowadays it would also be important to mention the war in Ukraine and the consequences it has had on the whole planet (inflation, energy war...). All these global matters that directly affect our students can be found in a wide range of dystopian books, hence making these texts useful to tackle important issues with high schoolers. It makes sense that themes discussed in young adult dystopian novels are given credit at school since they demonstrate what can occur if people do not move quickly and alter their behavior (Alfes et al, 2021).

Nonetheless, the popularity of this genre has led to its criticism because of its “poor quality”, allegedly repetitive and simple storylines as well as its entertaining but unchallenging characters in general. Yet, there is a large volume of literature that supports the value that these texts can

have in the classroom. For instance, Alfes et al (2021) explain that “the introduction and analysis of YA dystopian fiction carries enormous potential for foreign language learners and should be considered from an educational perspective” (p. 12). Also, “YA fiction provides their readers with ‘a window through which they can view their world, and which will help them to grow and to understand themselves and their role in society’ (Young Adult Library Services Association, 1996, as cited in Bucher & Hinton, 2010, p. 4).

II. Didactic proposal: A Hands-On Approach to Teaching Dystopian Fiction

In this second part of this dissertation the didactic proposal designed for first year of Bachillerato will be further explained considering the aspects mentioned earlier in this document.

1. Selected text: *Ready Player One*

The book used for this didactic proposal is *Ready Player One* (2011) by American author Ernest Cline. This is a young adult science fiction and dystopian novel. The book is set in 2045, and the future we encounter is a dystopian society consumed by climate change, lack of fuel reserves, world hunger and extreme poverty. Throughout the novel, there is a clear sense of nostalgia for the 80’s as people feel frustrated and have idealized this decade. Therefore, the characters in this book decide to escape from this reality through virtual reality. They can access the OASIS, a virtual reality platform where real-world problems have no place. People live their real lives (establish personal relationships, go to school, work...) to escape from their dystopian reality. There is a film adaptation of this novel directed by Steven Spielberg in 2018. The novel’s protagonist is Wade Watts, a high school student obsessed with the OASIS and James Halliday, its creator. Before passing away, Halliday created the Easter egg hunt to find an heir for his fortune and the OASIS. To find the Easter egg and win Halliday’s hunt, people had to discover the three keys and open the three gates. To be able to find and open these gates, they must solve puzzles that Halliday planned based on his own life, so the hunters must be experts in his life and interests. Nonetheless, there is a company called IOI, which has several people called the Sixers hired to find this egg. However, their only objective is to acquire power over the OASIS and turn it into a business. The novel focuses on Wade’s journey trying to find the egg before the Sixers to stop them from capitalizing on the OASIS.

As mentioned before, the book is divided into three main parts. Therefore, we will work with one of them per term.

2. Justification

This proposal is framed within the “extensive reading” approach, as they will have to read the

whole novel throughout the school year. As Renandya (2007) believed, this method will help students improve their proficiency in English while acquiring a real interest in reading.

In addition, authentic materials will be used, which according to Ghosn (2002), Van (2009) and Lazar (1993) will trigger motivation among students, and therefore, language acquisition.

As mentioned in the theoretical framework, there are different approaches towards the use of literature in the classroom. In this proposal, the “Language-based approach” and the “Literature for personal enrichment”, as defined by Lazar (1993), have been used in the several sessions.

While selecting the text, the guidelines proposed by Lazar (1993) and summarized on pp. 11-12 were taken into consideration.

Firstly, the type of course is a 1st year of Bachillerato with a A2 level in English according to the Common European Framework of Reference for Languages (Council of Europe, 2020). In this course students have three hours per week of English, and they should learn Standard English. Secondly, the type of students we tend to have in this course are in the range of 16-18 years of age. Therefore, the emotional intelligence and maturity of these students were also considered while choosing this text. Thirdly, it is easy to access this text as it was a best-seller, so students could purchase this book online in paper or eBook version. In addition, they would have the option to buy the second-hand version as there are plenty of platforms in which they offer it, which would make it more affordable for them.

Finally, I personally think that students in this level should be able to connect to this text in terms of difficulty and maturity. The reading of this text will expose them to real written input which will improve their proficiency in L2. It is not necessary for them to understand every word of the text as we will not be working on intensive reading. They should be able to understand the overall plot of the book inferring meanings and understanding from context. The activities designed will also focus on improving the students’ emotional intelligence and critical thinking, as they will be asked to reflect on what they have read. In addition, the sessions developed in the classroom will help them have a further understanding of the text and reflection on the topics dealt with. In the following sections, curricular and legal matters will be explained in more detail.

3. Contextualization

The following didactic proposal was designed to be developed in the First Foreign Language (English) subject for the first year of Bachillerato. This didactic proposal was designed to be conducted throughout the whole school year and the development of the final task will take place at the end of the third term. The documents considered while designing this didactic

proposal will be further explained in the following section.

3.1. Legal framework

The Common European Framework of Reference for Languages (Council of Europe, 2020) has been considered while elaborating this proposal; therefore, this didactic proposal is set at a A2 level.

It is designed for students in the first year of Bachillerato, hence follows the latest educational law (LOMLOE) and thus, Real Decreto 243/2022, of April 5, 2022, which establishes the organization and minimum teaching of Bachillerato; nonetheless, as we are in the community of Castilla y León, it is governed more specifically by Decreto 40/2022, of 29 September, which establishes the organization and curriculum of Bachillerato in the Community of Castilla y León. In short words, the two documents to be considered are Real Decreto 243/2022, of April 5, at the “macro” level, i.e., national level; and Decreto 40/2022, of 29 September at the “meso” level, i.e., regional level.

3.2. Curricular concerns

The educational law taken into consideration for this didactic proposal was the LOMLOE since it is designed to be implemented in an odd course, in which this educational law and not the LOMCE is currently in force.

This didactic proposal is based on literature, and it is therefore a reading promotion plan. Nonetheless, not only the reading skill will be encouraged, but also the rest of skills will be worked on through sets of activities. As previously mentioned, the Real Decreto 243/2022 will be considered while designing these activities. Consequently, the following **key competences** have been borne in mind:

- Competence in linguistic communication: Students can interact in oral, written, signed or multimodal form in a coherent manner, avoiding misinformation. In addition, it allows them to enjoy language and literary culture.
- Plurilingual competence: Students are able them to use one or more foreign languages in a way that encourages communication.
- Digital competence: Students can use the ICTs in a secure, critical, and sustainable way.
- Citizenship competence: Students become responsible citizens and reflect critically on current global issues.

Moreover, the **specific competences** considered will be explained in detail in the sessions and activities tables. Nonetheless, there are some aspects present on these sets of tables that deserve

a further explanation for a better overall understanding of the proposal. They are also explained in more detail in Annex 4.

Firstly, the **operative descriptors** refer to the knowledge and attitudes of each of the key competencies already disclosed. Then, we can know more precisely which aspects are being worked on in each session.

Secondly, the **achievement criteria** refer to the requirements that students must meet in order to be evaluated positively or negatively, depending on their performance. They are based on the specific competences.

Thirdly, **contents** refer to the basic knowledge of each subject. In the case of Foreign Language I (English) it is divided into three:

A. Communication.

B. Plurilingualism.

C. Interculturality.

Besides, all of them are divided into different aspects to be considered and are also numbered in order and thus appear as such in the tables.

Lastly, as the basis for this proposal I intend to work on some **stage objectives** present in this law. Within these stage objectives, those that mainly appear and are addressed in this proposal are the following:

b) To consolidate a personal, affective-sexual, and social maturity that allows them to act in a respectful, responsible, and autonomous way and to develop their critical thinking skills.

d) To consolidate reading, study and discipline habits, as necessary conditions for the effective use of learning, and as a means of personal development.

f) To express themselves fluently and correctly in one or more foreign languages.

g) To use ICTs with solvency and responsibility.

l) To develop artistic and literary sensibility, as well as aesthetic criteria, as a source of formation and cultural enrichment.

4.Objectives

As it has been previously mentioned, this proposal has two main objectives: improving students' proficiency in English and promoting personal enrichment and critical thinking through discussions on the topics covered in the book.

Firstly, regarding language acquisition:

- Students will be exposed to contemporary English language. This will distance them from premade narratives presented on textbooks and enable them to interact with real

written English. This will trigger grammar and vocabulary acquisition among them.

- Students will be asked to fulfill different activities in which they are required to speak in English, thus oral communication skills will be promoted.
- Students will be exposed to real input above their level. According to Krashen (2003), students improve their proficiency in a language when they are exposed to an input that it is slightly more difficult than their interlanguage. They will probably not be able to understand every word of the book, but the goal is to allow them to infer meanings and guess from the general context. In addition, the in-class sessions, will help them have a better overall understanding of the book.

Secondly, regarding personal enrichment and critical thinking, this proposal will:

- Enhance reading habits among students outside the classroom. If this proposal is motivating enough for the students, it may promote a further pleasure for reading. In addition, there is sequel to this novel, so they may continue reading it if they have enjoyed this proposal.
- Discuss issues which are presented in the book such as escaping from reality, inequality, dystopian reality, nostalgia, or personal identity. The use of dystopian fiction can be very beneficial in promoting discussions as the topics presented can be relatable in a near future and they should develop their own opinion based on reflection and reliable information.
- Promote group work through interactive activities and group discussions.
- Foster creativity by reading and fulfilling activities. Since it is a fictional book, it is not based on real events, which can enhance creativity. In addition, they will have to complete a final group task which works both with the understanding of the plot and imagination.

5. Methodology

As previously mentioned, from the literary point of view we will be working with two approaches proposed by Lazar (1993): the “Language-based approach” and the “Literature for personal enrichment”.

Furthermore, other approaches have been involved in the design of this didactic proposal. Firstly, Communicative Language Teaching has been considered while designing each activity of this didactic proposal. In this proposal, oral and communication skills are essential; therefore, students must use the metalanguage, which in this case is English, to interact with their classmates, and thus fulfill the different activities proposed. The proposal highlights the value

of ludic and interactive activities for capturing students' interest and broaden their understanding of the target text while it also offers a more hands-on approach to learning the language.

Secondly, the use of ICTs is present throughout the development of the proposal, from the beginning of the first term until the elaboration of the final task at the end of the third term. The students will have to use a variety of platforms such as Padlet, Genially, Mentimeter and Teams among others. They will need to use these devices both in the classroom and at home, so that they learn to use them autonomously as well. Thirdly, gamification is also involved to raise students' motivation in the classroom and relieve them from monotonous classes based on completing activities to make the lessons more enjoyable while still working in the target language. In fact, the final task they will have to design at the end of the course consists of a gamification activity.

Besides the methodology already mentioned, students will reinforce their knowledge and confidence as they complete a final task, which consists in the creation of an escape room on the platform Genially. Students will use the target language for the completion of the activities and meaning will become more important than form. The class will be divided into four groups and each group will have to create their own escape room. This is based on Halliday's Easter Egg Hunt, which is the central plot of the novel they have read. Therefore, they will have to come up with their own quest, design it in the platform mentioned above and in the final session they will exchange their escape rooms among the groups so that each of them can evaluate one quest through peer assessment. This will allow them to provide feedback to their peers while completing an interactive game-like activity. In addition, this will foster creativity while improving their proficiency in English.

Regarding attention to diversity, Real Decreto 243/2022 explains the following:

En la organización de los estudios de Bachillerato se prestará especial atención a los alumnos y alumnas con necesidad específica de apoyo educativo. A estos efectos se establecerán las alternativas organizativas y metodológicas y las medidas de atención a la diversidad precisas para facilitar el acceso al currículo de este alumnado.

Therefore, when implementing this proposal in a classroom, the specific needs of each student would be considered. For instance, these are some of the alternatives that could be developed:

- Pairing or grouping of students who are more advantaged with those who have more difficulties.
- Using active methodologies that increase student motivation and reduce the need for curricular adaptations.

- Adapting building barriers so that all students can participate in all activities.

6. Development of the sessions and activities

As previously mentioned in the introduction, the proposal will be divided into six sessions, with two sessions per term. The following session distribution has been chosen, taking into account the school calendar for the 2023/24 school year.

Table 2

Proposed timetable

First session	20/09/2023
Second session	04/12/2023
Third session	19/02/2024
Fourth session	21/02/2024
Fifth session	06/05/2024
Sixth session	08/05/2024

Note. Proposed dates for implementing this proposal (own elaboration).

In the first session they will be introduced to the book before they start reading it, so it takes place at the beginning of the school year. The second session is held before the December long weekend so that they have time to do the final writing.

Regarding sessions three and four, they have been placed in the middle of the second trimester so that they have enough time to read during the Christmas break and the first half of the trimester and to avoid overlapping with exams.

The same decision has been made for sessions five and six. They will have time to read this last part between the Easter holidays and the first part of the third quarter.

6.1. General chart

Stage: Bachillerato.	
Course/Level: First year. A2 level.	
Time: This proposal was carried out throughout the whole year.	
<p>Stage objectives:</p> <p>b) To consolidate a personal, affective-sexual and social maturity that allows them to act in a respectful, responsible and autonomous way and to develop their critical thinking skills.</p> <p>d) To consolidate reading, study and discipline habits, as necessary conditions for the effective use of learning, and as a means of personal development.</p> <p>f) To express themselves fluently and correctly in one or more foreign languages.</p> <p>g) To use with solvency and responsibility the ICT's.</p> <p>l) To develop artistic and literary sensibility, as well as aesthetic criteria, as a source of formation and cultural enrichment.</p>	
<p>Key competences:</p> <ul style="list-style-type: none"> • Competence in linguistic communication. • Plurilingual competence. • Digital competence. • Citizenship competence 	<p>Specific competences:</p> <ul style="list-style-type: none"> • 1 • 2 • 3
<p>Contents:</p> <ul style="list-style-type: none"> • A: 2,3,4,5,8,10,12,13 • B: 1,3 • C: 3 	<p>Achievement criteria:</p> <ul style="list-style-type: none"> • 1.1 • 1.2 • 2.1 • 2.2 • 3.1 • 3.2

Learning situation and activities:	
<ul style="list-style-type: none"> • <u>Learning situation for all the proposal and activities:</u> Reading, reflecting on and implementing an aspect of the book <i>Ready Player One</i> (2011). 	
<u>Session 1</u> ACTIVITY 1: "Decode the topics" ACTIVITY 2: "What kind of future is this?" ACTIVITY 3: "Exploring dystopian realms" ACTIVITY 4: "A letter to my 2045 self"	<u>Session 2</u> ACTIVITY 1: "Virtual escapism" ACTIVITY 2: "Debating the pros and cons of internet to escape reality" ACTIVITY 3: "What was your impression?" ACTIVITY 4: "Film vs book"
<u>Session 3</u> ACTIVITY 1: "What does catfish mean?" ACTIVITY 2: "Identity Tourism in Ready Player One" ACTIVITY 3: "Kahoot reading comprehension."	<u>Session 4</u> ACTIVITY 1: "Current virtual reality" ACTIVITY 2: "Virtual realities in the OASIS" ACTIVITY 3: "Bringing Literature to Life"
<u>Session 5</u> ACTIVITY 1: "Literary Escape" ACTIVITY 2: "Elaboration of the final task: Create your own Easter Egg Hunt!"	<u>Session 6</u> ACTIVITY 1: "Final touches" ACTIVITY 2: "Playing my peers' hunt." ACTIVITY 3: "Co-evaluation"

6.2. Session 1: First term

Session 1: Unveiling the Dystopian Setting of <i>Ready Player One</i>			
Specific competences 1,2,3	Achievement criteria The student: 1.1.1. Interprets the overall meaning of real oral input. 3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect. 1.1.2 Interprets the overall meaning of authentic written texts.		
Operative descriptors CCL2, CCL1, CP1, CD3, CC3, CCEC3.2	2.1.1. Expresses himself/herself orally with fluency, to answer the various questions proposed by the teacher. 3.1.2. Participates and actively collaborates in a group discussion on the student's own experience. 2.2.1. Writes medium-length texts appropriate to the proposed communicative situation by the teacher.		
Subject contents A: 2,4,5, 10,13 B: 1	Transversal contents <ul style="list-style-type: none"> • Promote interest and reading habits, as well as skills for correct written and oral expression. • Foster creativity among students. • Correct and responsible use of ICTs. 		
Learning situation and activities	Specific competences	Contents	Achievement criteria

ACTIVITY 1: "Decode the topics"	1,3	A: 13 B: 1	1.1.1 3.1.1
ACTIVITY 2: "What kind of future is this?"	1,2	A: 2,4	1.1.2 2.1.1
ACTIVITY 3: "Exploring dystopian realms"	2,3	A: 2,10	2.1.1 3.1.2
ACTIVITY 4: "A letter to my 2045 self"	2	A: 2,5	2.2.1

Session 1: Activity 1.		
Title: "Decode the topics"	Type: warm-up activity	Temporalization: 10 minutes
Classroom management: the whole class works altogether.	Resources: digital board, students' cellphones, access to internet to use the app Mentimeter and Youtube.	
<p>Description of the activity:</p> <p>Firstly, the teacher will screen the trailer of the film adaptation, <i>Ready Player One</i> (2018). After watching it, the teacher will project a QR code, and they will have to scan it with their cellphones to complete a Mentimeter word cloud answering the following question:</p> <p>"What issues do you think will be addressed in the novel we are about to read after watching the trailer of its film adaptation?"</p> <p>After completing this word cloud, the teacher will take a screenshot and save it for the end of the proposal to see if they got the topics right.</p>		

Session 1: Activity 2.		
Title: “What kind of future is this?”	Type: warm-up activity	Temporalization: 15 minutes
Classroom management: the whole class works altogether.	Resources: digital board, text extract.	
<p>Description:</p> <p>The teacher will screen the following extract from the text:</p> <p>I’d heard of Halliday, of course. Everyone had. He was the videogame designer responsible for creating the OASIS, a massively multiplayer online game that had gradually evolved into the globally networked virtual reality most of humanity now used on a daily basis. The unprecedented success of the OASIS had made Halliday one of the wealthiest people in the world.</p> <p>At first, I couldn’t understand why the media was making such a big deal of the billionaire’s death. After all, the people of Planet Earth had other concerns. The ongoing energy crisis. Catastrophic climate change. Widespread famine, poverty, and disease. Half a dozen wars. You know: “dogs and cats living together ... mass hysteria!” Normally, the newsfeeds didn’t interrupt everyone’s interactive sitcoms and soap operas unless something really major had happened. Like the outbreak of some new killer virus, or another major city vanishing in a mushroom cloud. Big stuff like that. (Cline, 2011, p. 1).</p> <p>Then, the teacher will ask the following question:</p> <p>“In what type of society do you think this novel is framed? How would you define it?”</p> <p>After listening to the answers, the teacher will screen an image (Annex 1.).</p> <p>Then, she will ask what they would consider the setting of this novel is: a utopia or a dystopia.</p> <p>Finally, she will write the word “dystopia” on the board.</p>		

Session 1: Activity 3.		
Title: “Exploring dystopian realms”	Type: reinforcement activity.	Temporalization: 10 minutes
Classroom management: Students will work in groups of 3.	Resources: board, paper and pen.	
<p>Description:</p> <p>The teacher will divide the class in groups of 3 and she will ask them the following question: What dystopian books have you read? What have you learnt from them? Discuss with your group.</p> <p>They can write the information they collect collaboratively on a paper and then they will have to share it with the rest of the class, as it can serve as a book recommendation and enhance reading among them.</p>		

Session 1: Activity 4.		
Title: “A letter to my 2045 self”	Type: wrap-up activity.	Temporalization: 20 minutes
Classroom management: students will work individually.	Resources: handout with instructions and pen.	
<p>Description:</p> <p>The teacher will give them a handout with the following instructions: “Imagine you can write a letter to your future self in 2045. Explain what you think the world and your life will be like in that year. Write between 80 and 100 words.”</p>		

6.3. Session 2: First term

Session 2: Unlocking the Oasis: A Journey into the World of Ready Player One			
Specific competences 1,2,3	Achievement criteria 1.1.1. Interprets the overall meaning of real oral input. 2.1.1. Expresses himself/herself orally with fluency, to answer the various questions proposed by the teacher. 3.2.1. Discusses with peers in a flexible manner using a variety of strategies.		
Operative descriptors CCL2, CCL5, CP1, CD3, CPSAA 3.1, CC3, CCEC 3.2	1.2.1. Interprets and critically evaluates the content of a fictional text. 2.2.2. Writes short-length texts appropriate to the proposed communicative situation by the teacher. 3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect. 2.2.1. Writes medium-length texts appropriate to the proposed communicative situation by the teacher.		
Subject contents A: 2,3,5,12 B: 1 C: 3	Transversal contents • Promote interest and reading habits, as well as skills for correct written and oral expression. • Foster creativity among students. • Correct and responsible use of ICTs.		
Learning situation and activities	Specific competences	Contents	Achievement criteria
ACTIVITY 1: "Virtual escapism"	1,2	A: 2 B: 1	1.1.1 2.1.1

ACTIVITY 2: “Debating the pros and cons of internet to escape reality”	3	A: 3 B:1 C:3	3.2.1 2.1.1
ACTIVITY 3: “What was your impression?”	1,2	A:2,12	1.2.1 2.2.2
ACTIVITY 4: “Film vs book”	2,3	A: 2,5,12	3.1.1 2.2.1

Session 2: Activity 1.		
Title: "Virtual escapism"	Type: warm-up activity; discussion.	Temporalization: 10 minutes
Classroom management: the whole class works altogether.	Resources: digital board.	
<p>Description of the activity:</p> <p>The teacher will read the following passage from the text out loud:</p> <p>“At a time of drastic social and cultural upheaval, when most of the world’s population longed for an escape from reality, the OASIS provided it, in a form that was cheap, legal, safe, and not (medically proven to be) addictive.” (Cline, 2011, p.59)</p> <p>And then, she will screen an image (Annex 1). Subsequently, she will ask the following question:</p> <p>“How are this image and this extract from the text related?”</p> <p>[Students answer]</p> <p>“Is there any platform you believe you are dependent on? Do you use it to escape reality?”</p> <p>[Students answer]</p>		

Session 2: Activity 2.		
Title: “Debating the pros and cons of internet to escape reality”	Type: reinforcement activity; debate.	Temporalization: 15 minutes
Classroom management: the class will be divided into two groups.	Resources: none.	
<p>Description:</p> <p>The teacher will divide the class into two groups: one in favor of using the Internet as a form of escapism and one against. They will have to debate in order to reach a conclusion.</p> <p>Nonetheless, at the end the teacher will state that it is not healthy to constantly escape from reality through virtual devices, but you can use it for a reasonable amount of time to disconnect from your daily problems.</p>		

Session 2: Activity 3.		
Title: “What was your impression?”	Type: reinforcement activity.	Temporalization: 15 minutes
Classroom management: The class will work altogether.	Resources: digital board, access to the internet to use the app Padlet, students’ cellphones.	
<p>Description:</p> <p>The teacher will project a QR code that the students shall scan. This will take them to a Padlet in which they have five names: Wade Watts, Aech, Art3mis, James Halliday and Nolan Sorrento. All of them are characters present on the book. They will have to complete the Padlet with their opinion of each character up to level 1 of the book, which is as far as they have had to read in this first term.</p>		

Session 2: Activity 4.		
Title: "Film vs book"	Type: wrap-up activity.	Temporalization: 15 minutes
Classroom management: students will work in pairs and individually.	Resources: digital board, paper, and pen.	
<p>Description:</p> <p>The teacher will screen the scene in which Wade wins the Cooper Key in the film. The students will watch it twice and they must identify the differences between the quest for the Cooper Key in the book and the film. Then, they should discuss with their partner what changes were made, what impact these changes had and how effective they were.</p> <p>Once they have discussed between them, they can start preparing their final text individually. They must write a review on this scene comparing it to the book version, stating which one they liked better and how they would have adapted it. It must contain between 80 and 100 words. Then, they will have a week to hand this review via Teams. Finally, the teacher will send each student one of their classmates' reviews without a name and they will have to fulfill a co-evaluation via Google Forms.</p>		

6.4. Session 3: Second term

Session 3: Virtual avatars and real identities	
Specific competences 1,2,3	<p>Achievement criteria</p> <p>1.1.2 Interprets the overall meaning of authentic written texts.</p> <p>2.1.1. Expresses himself/herself orally with fluency, to answer the various questions proposed by the teacher.</p> <p>3.2.1. Discusses with peers in a flexible manner using a variety of strategies.</p>
Operative descriptors	2.2.2. Writes short-length texts appropriate to the proposed

CCL1, CCL2, CP1, CD3	<p>communicative situation by the teacher.</p> <p>3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect.</p>		
<p>Subject contents</p> <p>A: 4,5,13</p> <p>B: 1</p>	<p>Transversal contents</p> <ul style="list-style-type: none"> Promote interest and reading habits, as well as skills for correct written and oral expression. Foster creativity among students. Correct and responsible use of ICTs. 		
Learning situation and activities	Specific competences	Contents	Achievement criteria
ACTIVITY 1: “What does catfish mean?”	1,2	A: 4, 5 B:1	1.1.2 2.1.1
ACTIVITY 2: “Identity Tourism in <i>Ready Player One</i> ”	1,2,3	A: 5 B:1	1.1.2 2.2.2 3.2.1
ACTIVITY 3: “Kahoot reading comprehension”	1,3	A:13	3.1.1 1.1.2

Session 3: Activity 1.		
Title: “What does catfish mean?”	Type: warm-up activity	Temporalization: 15 minutes
Classroom management: the class will work altogether.	Resources: digital board and handout.	
Description:		

The teacher will screen the word “catfish” on the digital board. Then, she will hand them the following passage from the book:

“You aren’t in love with me, Z,” she said. “You don’t even know me.”

“Yes, I do,” I insisted. “I know you better than I’ve ever known anyone in my entire life.”

“You only know what I want you to know. You only see what I want you to see.” She placed a hand on her chest. “This isn’t my real body, Wade. Or my real face.”

“I don’t care! I’m in love with your mind—with the person you are. I couldn’t care less about the packaging.”

“You’re just saying that” she said. There was an unsteadiness in her voice.

“Trust me. If I ever let you see me in person, you would be repulsed.”

“Why do you always say that?”

“Because I’m hideously deformed. Or I’m a paraplegic. Or I’m actually sixty-three years old. Take your pick.”

After reading this passage, she will tell them that the word “catfish” is related to this passage. Then she will ask if any of them knows the meaning of this word.

[Students participate]

Session 3: Activity 2.		
Title: “Identity Tourism in Ready Player One”	Type: reinforcement activity.	Temporalization: 30 minutes
Classroom management: The class will work in pairs.	Resources: handout.	
Description: The teacher will distribute a copy of the article “Identity Tourism in Ready Player One” to each pair. Firstly, they will have to skim the text to get the main idea of it. Secondly, they will have to read the text in depth and then answer the following questions:		

Had you heard the term identity tourism before?

Is there any online game that you know which allows identity tourism as well? Give a few examples.

Is there any example of identity tourism in the book?

Finally, discuss with your partner and create the avatar you would use in the OASIS.

Session 3: Activity 3.

Title: “Kahoot reading comprehension”	Type: wrap-up activity.	Temporalization: 10 minutes
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Classroom management: the whole class will work altogether.	Resources: digital board, students’ mobile phones.
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Description:

The teacher will screen a code to enter a Kahoot quiz. Each student will enter this questionnaire and they will have to answer the reading comprehension questions presented. These questions will be based on the level 1 and 2 of the book, which they should have read by now.

The winner of the Kahoot will have 0.5 points more in the final grade of the term.

6.5. Session 4: Second term

Session 4: Exploring the World of Virtual Reality

Specific competences 1,2,3	Achievement criteria 2.1.1. Expresses himself/herself orally with fluency, to answer the various questions proposed by the teacher.
Operative descriptors CCL1, CCL2, CCL3, CP1, CCEC3.2,	3.2.1. Discusses with peers in a flexible manner using a variety of strategies. 3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect.

Subject contents A: 2,4,8 B: 1	Transversal contents <ul style="list-style-type: none"> Promote interest and reading habits, as well as skills for correct written and oral expression. Foster creativity among students. Correct and responsible use of ICTs. 		
Learning situation and activities	Specific competences	Contents	Achievement criteria
ACTIVITY 1: “Current virtual reality”	2,3	A: 2,4 B:1	2.1.1 3.2.1
ACTIVITY 2: “Virtual realities in the OASIS”	3	A: 2,4 B:1	3.1.1 3.2.1
ACTIVITY 3: “Bringing Literature to Life”	2,3	A: 2, 8 B:1	2.1.1 3.1.1

Session 4: Activity 1.		
Title: “Current virtual reality”	Type: warm-up activity	Temporalization: 10 minutes
Classroom management: the students will work in pairs.	Resources: digital board.	
Description: Firstly, students will watch the video “Apple Vision Pro - Reveal Trailer”. Then, they shall discuss the following questions about the video with their partner:		

- What is your opinion on this video?
- Have you ever had any experience with virtual reality?
- When do you think this technology will be implemented in our daily routines? How?

After discussing with their partner, each pair should share their opinions with the rest of the class.

Session 4: Activity 2.

Title: “Virtual realities in the OASIS”	Type: reinforcement activity.	Temporalization: 15 minutes
Classroom management: students will be divided into 6 groups of 4.	Resources: digital board and blackboard.	
<p>Description:</p> <p>Students shall discuss the following questions screened on the board with their group:</p> <ul style="list-style-type: none"> • How does this virtual reality from Apple differ from the one presented in the OASIS? • Among all the imaginary settings presented in the book (movies, video games, Halliday’s hometown), which one did you like the most? <p>Students will share their thoughts and they will be written on the board.</p>		

Session 4: Activity 3.

Title: “Bringing Literature to Life”	Type: wrap-up activity.	Temporalization: 30 minutes
Classroom management: students will be divided into 6 groups of 4.	Resources: at least a copy of the book.	

Description:

Each group will choose one of the settings written on the board in the previous activity. They will have to recreate a passage that took place in that setting. Each group will be given a rubric to mark their peers' performance.

They will have 6 minutes to prepare their performance which should last 2 minutes maximum. Then they will have a minute to mark their peers' performance.

6.6. Session 5: Third term

Session 5: Cracking the code to books			
Specific competences 1,2,3	Achievement criteria 3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect. 3.2.1. Discusses with peers in a flexible manner using a variety of strategies. 2.2.2. Writes short-length texts appropriate to the proposed communicative situation by the teacher.		
Operative descriptors CCL2, CP1, CD1, CD3			
Subject contents A: 4,5,13 B: 1	Transversal contents <ul style="list-style-type: none">Promote interest and reading habits, as well as skills for correct written and oral expression.Foster creativity among students.Correct and responsible use of ICTs.		
Learning situation and activities	Specific competences	Contents	Achievement criteria
ACTIVITY 1: “Literary Escape”	3	A: 4, 13 B: 1	3.1.1
ACTIVITY 2: “Elaboration of the final task: Create your own Easter Egg Hunt!”	2,3	A:5, 13 B: 1	3.2.1 2.2.2

Session 5: Activity 1.		
Title: “Literary Escape”	Type: warm-up activity	Temporalization: 15 minutes
Classroom management: the class will be divided into four groups of six.	Resources: at least 4 computers.	
<p>Description:</p> <p>Students will be divided into four groups of six people. The teacher will share a escape room she has designed with them. In this game, they have to answer reading comprehension questions based on the book they must have read. The group which finishes first will have a prize: they can choose the theme of the escape room they must design in the following activity.</p>		

Session 5: Activity 2.		
Title: “Elaboration of the final task: Create your own Easter Egg Hunt!”	Type: reinforcement activity	Temporalization: 40 minutes
Classroom management: students will be divided into four groups of six.	Resources: digital board and blackboard.	
<p>Description:</p> <p>Now that we have a winner group, they can choose a theme for their escape room among the following:</p> <ul style="list-style-type: none"> • Mystery • History • Adventure 		

- Magic

The rest of the topics will be distributed at random. Now they can start working on their own escape room on the platform Genially. They can get ideas from the quest in the book.

6.7. Session 6: Third term

Session 6: Cracking the code to books			
Specific competences 1,2,3	Achievement criteria 3.2.1. Discusses with peers in a flexible manner using a variety of strategies. 3.1.1. Participates and collaborates in group interactive activities showing both initiative and respect.		
Operative descriptors CCL2, CP1, CD1, CD3, CPSAA 3.1	1.1.2 Interprets the overall meaning of authentic written texts. 2.1.2. Expresses his/her opinion orally with fluency. 1.2.1. Interprets and critically evaluates the content of a fictional text.		
Subject contents A:4,5,13 B: 1,3	Transversal contents <ul style="list-style-type: none"> • Promote interest and reading habits, as well as skills for correct written and oral expression. • Foster creativity among students. • Correct and responsible use of ICTs. 		
Learning situation and activities	Specific competences	Contents	Achievement criteria
ACTIVITY 1: “Final touches”	1,3	A:5, 13 B: 1	3.2.1 1.1.2
ACTIVITY 2: “Playing my peers’ hunt.”	1,3	A:5, 13 B: 1	1.1.2 3.1.1
ACTIVITY 3: “Co-evaluation”	1,2	A:4, 5 B:1,3	2.1.2 1.2.1

Session 6: Activity 1.		
Title: "Final touches"	Type: warm-up activity	Temporalization: 10 minutes
Classroom management: the class will be divided into four groups of six people.	Resources: at least 4 computers.	
<p>Description:</p> <p>The groups will have 10 more minutes to review their game and make sure everything works correctly. In addition, they will send the link to the teacher via Teams so she can correct it later using the rubric (Annex 3).</p>		

Session 6: Activity 2.		
Title: "Playing my peers' hunt."	Type: reinforcement activity	Temporalization: 20 minutes
Classroom management: students will be divided into four groups of six.	Resources: at least 4 computers.	
<p>Description:</p> <p>The escape rooms will be exchanged so each group can play a different escape room. They will play it collaboratively and the group which finishes first will have 0,5 more points in their final mark of the term.</p>		

Session 6: Activity 3.		
Title: "Co-evaluation"	Type: reinforcement activity	Temporalization: 25 minutes

Classroom management: students will be divided into four groups of six and also work individually.	Resources: co-evaluation rubric.
Description: Students will discuss among them and then each of them will fill in the co-evaluation rubric designed for the teacher (Annex 3). Then, they will share their feedback out loud.	

7. Assessment

Firstly, this section will be divided into three parts as the students will be evaluated three times, one per term. Nonetheless, there are some features shared by all terms. There will be three types of evaluation: heteroevaluation, co-evaluation and autoevaluation. All of these will be considered when evaluating a student. The heteroevaluation will be based on two resources: a product and information compiled through diverse tools. Each of these resources will be a 40% of the final mark on that term.

The autoevaluation will be assessed through a learning journal students will create on OneNote Class Notebook in Teams. The students will have to complete it as they read the book during the school year. This will let the teacher know what struggles the students have found while reading the novel and how they have overcome them. They can also write about their reflections, opinions, and whether they have enjoyed the reading or not.

The co-evaluation will be based on their classmates' final product (a review, a performance, and an escape room) and they will have to evaluate it through rating scales and a rubric.

Table 3

Assessment rates

Heteroevaluation	Checklist based on observation (40%)
	Rubric to mark the final product (40%)
Co-evaluation	Evaluate their classmates' final product through rating scales or a rubric, depending on the term (10%)
Autoevaluation	Learning Journal on Teams (10%)

Note. Proposed percentages for assessing students' performance in this didactic proposal (own elaboration).

- First term

In this first term students should have read from page 1 until page 166, which is the equivalent of level 1. There will be two sessions dedicated to this reading plan in this first term. The first session will take place before starting to read the book to increase their interest and see if they have read any similar book. The heteroevaluation will be divided into two parts: observation based on a checklist and punctuation of a final product with a marking rubric.

At the end of the second session, they have to produce a text, which they have to upload to Teams for its further hetero and co-evaluation. The teacher will correct this text using a rubric (Annex 1) and the students will continue with a co-evaluation via Google Forms.

The teacher will send one text to each student without the name of the writer to avoid friendship bias. Nonetheless, the teacher knows who is correcting who. Each student will have to give feedback to one of their peers through a rating scale that will be sent to them via Teams by the teacher. They will have to write their name on this rating scale as the teacher knows which task, he/she is correcting. Once the teacher has all these co-evaluations, she will average this rating scale and give them a grade for each one, which is worth 10% of the final grade for that first term.

Regarding the autoevaluation, it will be assessed through a learning journal students will create on OneNote Class Notebook in Teams as mentioned above. This will be worth 10% of the final grade for the first term.

- Second term

In this second term, students should have read from page 166 until page 266, which is the equivalent of level 2. There will be two sessions dedicated to this part of the book. The heteroevaluation will be divided into observation based on a checklist and punctuation of a final product (in this case, a performance of a passage) with a marking rubric.

The co-evaluation will take place in the classroom, and they will have to mark their peers' performance with a co-evaluation rubric which will count as a 10%. Finally, autoevaluation will be assessed through a learning journal students will create on OneNote Class Notebook in Teams as mentioned above. This will be worth 10% of the final grade for the second term.

- Third term

In this third term, students should have read from page 269 until page 372, which is the equivalent of level 3. There will be two sessions dedicated to this part of the book in which they will elaborate the final task which consists of the creation of their own escape room based on the quest from the book. The heteroevaluation will be divided into observation based on a checklist and punctuation of a final product (in this case, the escape room) with a marking

rubric.

The co-evaluation will take place in the classroom, and they will have to mark their peers' performance with a co-evaluation rubric which will count as a 10%. They will fill in this rubric individually and then will share their feedback and positive comments out loud with the rest of the class. Finally, autoevaluation will be assessed through a learning journal students will create on OneNote Class Notebook in Teams as mentioned above. This will be worth 10% of the final grade for the second term.

Conclusions

As it was mentioned in the introduction of this dissertation, the purpose of this study was to design a didactic proposal based on literature to enhance motivation, communication, and critical thinking among students. To do so, all the recommendations proposed by scholars while choosing a text have been considered. Because of that, the book chosen, *Ready Player One*, is framed within Young Adult literature as it deals with topics that students can relate to and tend to have simpler structures which fosters motivation as well as facilitates comprehension.

In addition, this book is also dystopian. This also makes students feel more inclined to read it, as it deals with global issues that can directly affect them in their daily lives. Furthermore, it addresses topics that should be discussed with teenagers so that they can form their own opinions about them.

While all these aspects were considered when choosing a text to work on, the different approaches to exploit this text were also reviewed to correctly choose the most appropriate to my objectives with this proposal. In this case, the approaches considered were those proposed by Lazar (1993). The “Language-based approach” and the “Literature for personal enrichment” were the ones chosen as students are intended to improve their proficiency in English as well as they feel involved in the reading process. In addition, as explained in the methodology section, other approaches, such as the Communicative Language Teaching or Gamification, were taken into account.

For these reasons, I believe that this proposal can be interesting and motivating for students. However, regarding the results of this proposal, I could not implement it in my Practicum as it is a proposal to be developed throughout a whole school year, therefore I am not able to state whether initial expectations would have been met. For this reason, it is impossible to ensure that this proposal will have a good reception from the students. In case of implementation, there are several aspects that should be taken into consideration such as attention to diversity, for example.

Finally, it is important to conduct further research on how to properly use literature in the EFL classroom as it is powerful tool teachers have at their disposal to educate their students as they improve their proficiency in English.

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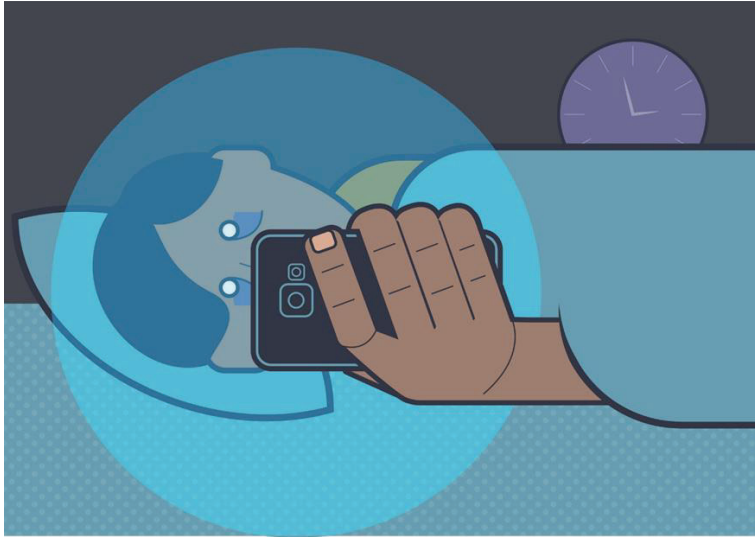
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Annexes

Annex 1. Materials for the first term





Co-evaluation rating scale: https://docs.google.com/forms/d/e/1FAIpQLSe_BmIImH46HRJ9-ft2DzNNXMNKH4xPjKC9o8HrOeR3k5clg/viewform?usp=sf_link

Marking rubric for the teacher:

INDICATORS for the WRITING task	1. LOW PERFORMANCE	2. THERE'S ROOM FOR IMPROVEMENT	3. YOU ARE GOOD AT WHAT YOU DO	4. OUTSTANDING!
Writes a text with an accurate length. 15%	Writes a text with an inaccurate length of fewer than 80 words.	Writes a text with an inaccurate length of more than 100 words.	Writes a text with a less accurate length using a minimum of 70 words and a maximum of 110 words.	Writes a text with an accurate length: from 80 words to 100 words.
Writes a review with a clear structure. 20%	Writes a review with a nonclear structure.	The arrangement of the review is less than clear but there are some digressions.	The overall arrangement is logical but can occasionally be difficult to follow.	Writes a clearly structured review.
Writes a review with coherence and cohesion 15%	The review does not make sense. There is no coherence of ideas nor cohesion in sentences.	The review does not have coherence (paragraph to paragraph) and cohesion (sentence to sentence), it is difficult to follow the review.	The review has coherence and cohesion but it does not demonstrate with appropriate transitions or other devices.	Coherence and cohesion demonstrated with appropriate transitions or other devices.
Overall correct use of grammar	Has ten or more grammar errors.	There are fewer than ten grammar	There are fewer than five grammar errors.	There are not grammar errors.

25%		errors.		
<p>Selects and uses specialized lexicon: using connectors relevant to the communicative situation without making spelling errors.</p> <p>25%</p>	<p>Sentences have more than ten errors in spelling, capitals, punctuation and end marks.</p>	<p>Sentences have fewer than ten errors in spelling, capitals, punctuation and end marks.</p>	<p>Sentences have fewer than five errors in spelling, capitals, punctuation and end marks.</p>	<p>All sentences use correct spelling, capitals, punctuation, and end marks.</p>
TOTAL	/10			

IDENTITY TOURISM IN READY PLAYER ONE

COLIN HARRIS

In his novel *Ready Player One*, Ernest Cline explores the concept of identity tourism in its different forms. Specifically, he creates an environment that allows individuals to easily change their physical appearance, and portray an identity which is in fact not their own. Identity tourism is a phenomenon explained by Lisa Nakamura in her book, *Cybertypes, Race, Ethnicity, and Identity on the Internet*. For instance, in the oasis, an individual chooses their skin color, sex, or even if they want to appear human at all. Tourism is an apt description for the alteration of one's identity in this way because the real experience is not exactly obtained. In a way, the individual is able to pick and choose the aspects of the identity they want to assume, primarily the physical appearance, and some of the more desirable aspects of the culture which accompanies their identity. Identity tourism is extremely prevalent in the Oasis, and this leads to a world in which actual identities are disregarded, and the identity of choice takes precedence.



The most detrimental aspect of identity tourism, the fact that it does not bear the full experience of a particular identity, is slightly different in the Oasis. Identity tourism in *Ready Player One*, is similar to the type which Nakamura describes in the *Lambdamoo* online community. Nakamura writes, "Role playing is a feature of the MOO-not a bug- and it would be absurd to ask that everyone who plays within it hew literally to their "real life" gender, race, or condition of life. A diversification of the roles that are permitted and played can enable a thought-provoking detachment of race from the body, and a questioning of the essentialness of race as a category"(Nakamura, 2002). This concept is not exclusive to *LambdaMOO*, and is visible in *Ready Player One*. In a world where time spent in the digital sphere rivals or trumps the time spent outside of it, the lines between a digital, self-constructed persona and real-life identity become increasingly blurred. Wade Watts is a human being, and Parzival is nothing more than an avatar, but Wade's mind resonates more with Parzival, and Parzival takes on the epitome of Wade's psyche.

Adapted from: <https://medium.com/digital-culture-2018/identity-tourism-in-ready-player-one-1b2931a54853>

Questions and answers – Personal identity

Had you heard the term identity tourism before?

.....

.....

Is there any online game that you know which allows identity tourism as well? Give a few examples.

.....

.....

.....

Is there any example of identity tourism in the book?

.....

.....

.....

.....

.....

Discuss with your partner and create the avatar you would use in the OASIS.

Drawing	Description

[5e299b75fb97](https://www.youtube.com/watch?v=Btf4mN37OsU)

<https://www.youtube.com/watch?v=Btf4mN37OsU>

Apple Vision Pro - Reveal Trailer - YouTube



[https://www.uploadvr.com/apple-vision-pro-specs-features-details/Follow us!](https://www.uploadvr.com/apple-vision-pro-specs-features-details/Follow-us!)

... **Apple Vision Pro - Reveal Trailer.** UploadVR. UploadVR.

YouTube · UploadVR · Hace 6 días

Marking rubric for the teacher:

INDICATORS for the SPEAKING	1. LOW PERFORMANCE	2.THERE'S ROOM FOR IMPROVEMENT	3. YOU ARE GOOD AT WHAT YOU DO	4.OUTSTANDING!
He/She expresses orally with fluency in their speech the text he/she has prepared. 30%	He/She expresses orally with non-accurate fluency, using fillers and pauses in her/his speech (when not required), to the text they have prepared.	He/She expresses orally with accurate fluency, without using fillers, but making pauses in her/his speech (when not required), to the text they have prepared.	He/She expresses orally with almost perfect fluency, without pausing but using some fillers in her/his speech (when not required), to the text they have prepared.	He/She expresses orally with perfect fluency, without pausing or using fillers in her/his speech, to the text they have prepared collectively.
Makes use of the pre-set time limit 30%	Presentation is less than 1 minute.	Presentation is 2 minutes long.	Presentation lasts between 2 and 3 minutes long.	Presentation is 3 minutes long
Organization of the presentation 20%	The speech is not organized sequentially. The main ideas are not shown first, and then, the secondary ones	The speech is organized but not in the logical order.	The speech is not always organized sequentially. The main ideas are	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary

			normally shown first, and then, the secondary ones.	ones.
Body language 10%	The student is nervous, does not address the audience nor maintains eye contact.	The student is slightly nervous but keeps orientated to the audience. He/she does not attempt to maintain eye contact with the public.	The student does not show nervousness and keeps oriented to the audience. He /she tries to maintain eye contact with the public.	The student does not show any nervousness, addresses the audience and maintains eye contact with the public.
Voice and intonation 10%	Consistently speaks in a monotonous tone	Displays some level of inflection.	Uses inflection satisfactorily but does not always speak with fluidity.	The audience's interest is maintained using flowing speech and inflection.

Co-evaluation rubric:

Name and surname: Date: Group number:		Positive comments	How you would improve these aspects - Recommend ways of doing so.
FLUENCY	Perfect fluency: without pausing or using fillers in her/his speech to the text they have prepared.		
TIME LIMIT	Maximum 3 minutes		

	presentation		
VOICE AND INTONATION	Is the audience's interest maintained using flowing speech and inflection?		
BODY LANGUAGE	Did they show any nervousness? Did they address the audience and maintain eye contact with the public?		
Other comments:			

Annex 3. Materials for the third term

<https://view.genial.ly/648739f77c4bfc00189805d3/interactive-content-escape-room-educacion>

INDICATORS for the ESCAPE ROOM task	1. LOW PERFORMANCE	2. THERE'S ROOM FOR IMPROVEMENT	3. YOU ARE GOOD AT WHAT YOU DO	4. OUTSTANDING!
Creativity 15%	The clues and locks were taken from another source.	The escape room was copied without any addition.	They included some extra elements.	The escape room had creative ways to challenge players.
	The escape room was not clear and difficult	The escape room was difficult to	A few clues were	The escape room was organized,

Organization 20%	to play.	play.	confusing.	every element was prepared and clear.
Coherence 15%	The escape room does not make sense. There is no coherence of ideas nor cohesion in sentences.	The escape room does not have coherence and cohesion it is difficult to follow the game.	The escape room was relatively coherent, but it could have been more polished.	The escape room was coherent and exciting for the players.
Overall correct use of grammar 25%	Has ten or more grammar errors.	There are fewer than ten grammar errors.	There are fewer than five grammar errors.	There are not grammar errors.
Selects and uses specialized lexicon: using connectors relevant to the communicative situation without making spelling errors. 25%	Sentences have more than ten errors in spelling, capitals, punctuation, and end marks.	Sentences have fewer than ten errors in spelling, capitals, punctuation, and end marks.	Sentences have fewer than five errors in spelling, capitals, punctuation, and end marks.	All sentences use correct spelling, capitals, punctuation, and end marks.
TOTAL	/10			

Name and surname: Date: Escape room's title:		Positive comments	How you would improve these aspects - Recommend ways of doing so.
CREATIVITY	Had it creative ideas? Was it surprising as well as entertaining?		
GRAMMATICAL ACCURACY	How many grammar mistakes could you find? Was it overall		

	comprehensible?		
SPELLING ACCURACY	How many spelling mistakes could you find? Was it overall comprehensible?		
Other comments:			

Annex 4. Real Decreto 243/2022, of April 5, 2022

-Operative descriptors

Competencia en comunicación lingüística/ Competence in linguistic communication (CCL)

Al completar el Bachillerato, el alumno o la alumna...	Al completar el Bachillerato, el alumno o la alumna...
<p>CCL1. Se expresa de forma oral, escrita, signada o multimodal con fluidez, coherencia, corrección y adecuación a los diferentes contextos sociales y académicos, y participa en interacciones comunicativas con actitud cooperativa y respetuosa tanto para intercambiar información, crear conocimiento y argumentar sus opiniones como para establecer y cuidar sus relaciones interpersonales.</p>	<p>CCL3. Localiza, selecciona y contrasta de manera autónoma información procedente de diferentes fuentes evaluando su fiabilidad y pertinencia en función de los objetivos de lectura y evitando los riesgos de manipulación y desinformación, y la integra y transforma en conocimiento para comunicarla de manera clara y rigurosa adoptando un punto de vista creativo y crítico a la par que respetuoso con la propiedad intelectual.</p>
<p>CCL2. Comprende, interpreta y valora con actitud crítica textos orales, escritos, signados o multimodales de los distintos ámbitos, con especial énfasis en los textos académicos y de los medios de comunicación, para participar en diferentes contextos de manera activa e informada y para construir conocimiento.</p>	<p>CCL4. Lee con autonomía obras relevantes de la literatura poniéndolas en relación con su contexto sociohistórico de producción, con la tradición literaria anterior y posterior y examinando la huella de su legado en la actualidad, para construir y compartir su propia interpretación argumentada de las obras, crear y recrear obras de intención literaria y conformar progresivamente un mapa cultural.</p>
	<p>CCL5. Pone sus prácticas comunicativas al servicio de la convivencia democrática, la resolución dialogada de los conflictos y la igualdad de derechos de todas las personas, evitando y rechazando los usos discriminatorios, así como los abusos de poder, para favorecer la utilización no solo eficaz sino también ética de los diferentes sistemas de comunicación.</p>

Competencia plurilingüe/ Plurilingual competence (CP)

Al completar el Bachillerato, el alumno o la alumna...
CP1. Utiliza con fluidez, adecuación y aceptable corrección una o más lenguas, además de la lengua familiar o de las lenguas familiares, para responder a sus necesidades comunicativas con espontaneidad y autonomía en diferentes situaciones y contextos de los ámbitos personal, social, educativo y profesional.

Al completar el Bachillerato, el alumno o la alumna...
CP2. A partir de sus experiencias, desarrolla estrategias que le permitan ampliar y enriquecer de forma sistemática su repertorio lingüístico individual con el fin de comunicarse de manera eficaz.
CP3. Conoce y valora críticamente la diversidad lingüística y cultural presente en la sociedad, integrándola en su desarrollo personal y anteponiendo la comprensión mutua como característica central de la comunicación, para fomentar la cohesión social.

Competencia digital/Digital competence (CD)

Al completar el Bachillerato, el alumno o la alumna...
<p>CD1. Realiza búsquedas avanzadas comprendiendo cómo funcionan los motores de búsqueda en internet aplicando criterios de validez, calidad, actualidad y fiabilidad, seleccionando los resultados de manera crítica y organizando el almacenamiento de la información de manera adecuada y segura para referenciarla y reutilizarla posteriormente.</p>
<p>CD2. Crea, integra y reelabora contenidos digitales de forma individual o colectiva, aplicando medidas de seguridad y respetando, en todo momento, los derechos de autoría digital para ampliar sus recursos y generar nuevo conocimiento.</p>
<p>CD3. Selecciona, configura y utiliza dispositivos digitales, herramientas, aplicaciones y servicios en línea y los incorpora en su entorno personal de aprendizaje digital para comunicarse, trabajar colaborativamente y compartir información, gestionando de manera responsable sus acciones, presencia y visibilidad en la red y ejerciendo una ciudadanía digital activa, cívica y reflexiva.</p>
<p>CD4. Evalúa riesgos y aplica medidas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente y hace un uso crítico, legal, seguro, saludable y sostenible de dichas tecnologías.</p>
<p>CD5. Desarrolla soluciones tecnológicas innovadoras y sostenibles para dar respuesta a necesidades concretas, mostrando interés y curiosidad por la evolución de las tecnologías digitales y por su desarrollo sostenible y uso ético.</p>

Competencia personal, social y de aprender a aprender/Personal, social and learning to learn competencias (CPSAA)

Al completar el Bachillerato, el alumno o la alumna...
<p>CPSAA1.1 Fortalece el optimismo, la resiliencia, la autoeficacia y la búsqueda de objetivos de forma autónoma para hacer eficaz su aprendizaje.</p> <p>CPSAA1.2 Desarrolla una personalidad autónoma, gestionando constructivamente los cambios, la participación social y su propia actividad para dirigir su vida.</p>
<p>CPSAA2. Adopta de forma autónoma un estilo de vida sostenible y atiende al bienestar físico y mental propio y de los demás, buscando y ofreciendo apoyo en la sociedad para construir un mundo más saludable.</p>
<p>CPSAA3.1 Muestra sensibilidad hacia las emociones y experiencias de los demás, siendo consciente de la influencia que ejerce el grupo en las personas, para consolidar una personalidad empática e independiente y desarrollar su inteligencia.</p> <p>CPSAA3.2 Distribuye en un grupo las tareas, recursos y responsabilidades de manera ecuánime, según sus objetivos, favoreciendo un enfoque sistémico para contribuir a la consecución de objetivos compartidos.</p>
<p>CPSAA4. Compara, analiza, evalúa y sintetiza datos, información e ideas de los medios de comunicación, para obtener conclusiones lógicas de forma autónoma, valorando la fiabilidad de las fuentes.</p>
<p>CPSAA5. Planifica a largo plazo evaluando los propósitos y los procesos de la construcción del conocimiento, relacionando los diferentes campos del mismo para desarrollar procesos autorregulados de aprendizaje que le permitan transmitir ese conocimiento, proponer ideas creativas y resolver problemas con autonomía.</p>

Competencia ciudadana/ Citizenship competence (CC)

Al completar el Bachillerato, el alumno o la alumna...
<p>CC1. Analiza hechos, normas e ideas relativas a la dimensión social, histórica, cívica y moral de su propia identidad, para contribuir a la consolidación de su madurez personal y social, adquirir una conciencia ciudadana y responsable, desarrollar la autonomía y el espíritu crítico, y establecer una interacción pacífica y respetuosa con los demás y con el entorno.</p>
<p>CC2. Reconoce, analiza y aplica en diversos contextos, de forma crítica y consecuente, los principios, ideales y valores relativos al proceso de integración europea, la Constitución Española, los derechos humanos, y la historia y el patrimonio cultural propios, a la vez que participa en todo tipo de actividades grupales con una actitud fundamentada en los principios y procedimientos democráticos, el compromiso ético con la igualdad, la cohesión social, el desarrollo sostenible y el logro de la ciudadanía mundial.</p>
<p>CC3. Adopta un juicio propio y argumentado ante problemas éticos y filosóficos fundamentales y de actualidad, afrontando con actitud dialogante la pluralidad de valores, creencias e ideas, rechazando todo tipo de discriminación y violencia, y promoviendo activamente la igualdad y corresponsabilidad efectiva entre mujeres y hombres.</p>
<p>CC4. Analiza las relaciones de interdependencia y ecoddependencia entre nuestras formas de vida y el entorno, realizando un análisis crítico de la huella ecológica de las acciones humanas, y demostrando un compromiso ético y ecosocialmente responsable con actividades y hábitos que conduzcan al logro de los Objetivos de Desarrollo Sostenible y la lucha contra el cambio climático.</p>

Competencia en conciencia y expresión culturales/ Competence in Cultural Awareness and Expression (CCEC)

Al completar el Bachillerato, el alumno o la alumna...
<p>CCEC1. Reflexiona, promueve y valora críticamente el patrimonio cultural y artístico de cualquier época, contrastando sus singularidades y partiendo de su propia identidad, para defender la libertad de expresión, la igualdad y el enriquecimiento inherente a la diversidad.</p>
<p>CCEC2. Investiga las especificidades e intencionalidades de diversas manifestaciones artísticas y culturales del patrimonio, mediante una postura de recepción activa y deleite, diferenciando y analizando los distintos contextos, medios y soportes en que se materializan, así como los lenguajes y elementos técnicos y estéticos que las caracterizan.</p>
<p>CCEC3.1 Expresa ideas, opiniones, sentimientos y emociones con creatividad y espíritu crítico, realizando con rigor sus propias producciones culturales y artísticas, para participar de forma activa en la promoción de los derechos humanos y los procesos de socialización y de construcción de la identidad personal que se derivan de la práctica artística.</p> <p>CCEC3.2 Descubre la autoexpresión, a través de la interacción corporal y la experimentación con diferentes herramientas y lenguajes artísticos, enfrentándose a situaciones creativas con una actitud empática y colaborativa, y con autoestima, iniciativa e imaginación.</p>

Al completar el Bachillerato, el alumno o la alumna...

CCEC4.1 Selecciona e integra con creatividad diversos medios y soportes, así como técnicas plásticas, visuales, audiovisuales, sonoras o corporales, para diseñar y producir proyectos artísticos y culturales sostenibles, analizando las oportunidades de desarrollo personal, social y laboral que ofrecen sirviéndose de la interpretación, la ejecución, la improvisación o la composición.

CCEC4.2 Planifica, adapta y organiza sus conocimientos, destrezas y actitudes para responder con creatividad y eficacia a los desempeños derivados de una producción cultural o artística, individual o colectiva, utilizando diversos lenguajes, códigos, técnicas, herramientas y recursos plásticos, visuales, audiovisuales, musicales, corporales o escénicos, valorando tanto el proceso como el producto final y comprendiendo las oportunidades personales, sociales, inclusivas y económicas que ofrecen.

-Contents

A. Comunicación.

1 - Autoconfianza, iniciativa y asertividad. Estrategias de autorreparación y autoevaluación como forma de progresar en el aprendizaje autónomo de la lengua extranjera.

2 - Estrategias para la planificación, ejecución, control y reparación de la comprensión, la producción y la coproducción de textos orales, escritos y multimodales.

3 - Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.

4 - Funciones comunicativas adecuadas al ámbito y al contexto comunicativo: describir fenómenos y acontecimientos; dar instrucciones y consejos; narrar acontecimientos pasados puntuales y habituales, describir estados y situaciones presentes y expresar sucesos futuros y predicciones a corto, medio y largo plazo; expresar emociones; expresar la opinión; expresar argumentaciones; reformular, presentar las opiniones de otros, resumir.

5 - Modelos contextuales y géneros discursivos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto (participantes y situación), expectativas generadas por el contexto, organización y estructuración según el género y la función textual.

6 - Unidades lingüísticas y significados asociados a dichas unidades tales como la expresión de la entidad y sus propiedades, la cantidad y la cualidad, el espacio y las relaciones espaciales, el tiempo y las relaciones temporales, la afirmación, la negación, la interrogación y la exclamación, las relaciones lógicas.

7 - Léxico común y especializado de interés para el alumnado relativo a tiempo y espacio; estados, eventos y acontecimiento; actividades, procedimientos y procesos; relaciones personales, sociales, académicas y profesionales; educación, trabajo y emprendimiento; lengua y comunicación intercultural; ciencia y tecnología; historia y cultura; así como estrategias de enriquecimiento léxico (derivación, familias léxicas, polisemia, sinonimia, antonimia.).

8 - Patrones sonoros, acentuales, rítmicos y de entonación, y significados e intenciones comunicativas generales asociadas a dichos patrones. Alfabeto fonético básico.

9 - Convenciones ortográficas y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.

10 - Convenciones y estrategias conversacionales, en formato síncrono o asíncrono, para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, pedir y dar aclaraciones y explicaciones, reformular, comparar y contrastar, resumir y parafrasear, colaborar, negociar significados, detectar la ironía, etc.

11 - Recursos para el aprendizaje y estrategias de búsqueda y selección de información y curación de contenidos: diccionarios, libros de consulta, bibliotecas, mediatecas, etiquetas en la red, recursos digitales e informáticos, etc.

12 - Respeto de la propiedad intelectual y derechos de autor sobre las fuentes consultadas y contenidos utilizados: herramientas para el tratamiento de datos bibliográficos y recursos para evitar el plagio.

13 - Herramientas analógicas y digitales para la comprensión, producción y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, colaboración y cooperación educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas.) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.

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B. Plurilingüismo.

1 - Estrategias y técnicas para responder eficazmente y con un alto grado de autonomía, adecuación y corrección a una necesidad comunicativa concreta, superando las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.

2 - Estrategias para identificar, organizar, retener, recuperar y utilizar creativamente unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, etc.) a partir de la comparación de las lenguas y variedades que conforman el repertorio lingüístico personal.

3 - Estrategias y herramientas, analógicas y digitales, individuales y cooperativas para la autoevaluación, la coevaluación y la autorreparación.

4 - Expresiones y léxico específico para reflexionar y compartir la reflexión sobre la comunicación, la lengua, el aprendizaje y las herramientas de comunicación y aprendizaje (metalenguaje).

5 - Comparación sistemática entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.

