



Universidad de Valladolid

Facultad de Filosofía y Letras

**Máster en Profesor de Educación Secundaria
Obligatoria y Bachillerato, Formación Profesional
y Enseñanza de Idiomas**

Especialidad: inglés

**Developing Interculturality in the EFL
Classroom through Short Stories: A Didactic
Proposal**

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Curso: 2023-2024

*A mi padre,
por inspirarme a ser una profesora de inglés tan buena como lo fue él
y a perseguir siempre mis sueños.*

Abstract

Literature tends to be ignored in the English as a Foreign Language classroom; however, its benefits for students are numerous not only for improving their linguistic competence in the English language but also for their intercultural, personal, and social enrichment. Consequently, this dissertation presents a didactic proposal for Secondary education to promote reading among students in the EFL context through the short stories “The Third and Final Continent” and “The Ottawa Valley” by the female authors Jhumpa Lahiri and Alice Munro, respectively. The main aim is to motivate learners towards reading, presenting them with experiences, problems and concerns which they may identify with their own, making them reflect on their own experiences. This didactic proposal also makes students reflect on intercultural issues, making them active receivers of the texts, as they will not merely read but also express their opinions, positioning themselves on intercultural matters while developing the linguistic competence in the foreign language.

Keywords: Didactic Proposal, EFL learning, Literature for Personal Enrichment, Short Stories, Interculturality.

Resumen

La literatura tiende a ser ignorada en el aula de inglés como lengua extranjera; sin embargo, sus beneficios para los estudiantes son numerosos no sólo para mejorar su competencia lingüística en lengua inglesa sino también para su enriquecimiento intercultural, personal y social. En consecuencia, este Trabajo de Fin de Grado presenta una propuesta didáctica de intervención en Educación Secundaria para promover la lectura entre los estudiantes de inglés como lengua extranjera a través de los relatos “The Third and Final Continent” y “The Ottawa Valley” de las autoras Jhumpa Lahiri y Alice Munro, respectivamente. El objetivo principal es motivar a los alumnos hacia la lectura, presentándoles experiencias, problemas e inquietudes que se identifiquen con las suyas, haciéndoles reflexionar sobre sus propias vivencias. Esta propuesta didáctica también hace reflexionar a los alumnos sobre cuestiones interculturales, convirtiéndolos en receptores activos de los textos, ya que no se limitarán a leer, sino que expresarán sus opiniones, posicionándose sobre cuestiones interculturales a la vez que desarrollan la competencia lingüística en la lengua extranjera.

Palabras clave: Propuesta Didáctica, Aprendizaje ILE, Literatura para el Enriquecimiento Personal, Historias Cortas, Interculturalidad.

1. INTRODUCTION	1
2. THEORETICAL FRAMEWORK	3
2.1 The Concept of Interculturality	3
2.1.1 What is the Intercultural Communicative Competence?	4
2.2 The Role of Literature in EFL Teaching	8
2.2.1 Approaches to Teach Literature in the EFL Classroom	11
2.2.2 Benefits and Drawbacks of the Use of Literature in the EFL Classroom	12
2.2.3 Selection of Literary Texts for the EFL Classroom	15
2.3 Literary Genres in EFL Teaching: The Short Story	16
3. DIDACTIC PROPOSAL	19
3.1 Justification	19
3.2 Context and temporalization	21
3.3 Objectives of the proposal	22
3.4 Legal framework and curricular elements	23
3.5 Competences	24
3.6 Methodology	25
3.7 Sessions	26
3.8 Assessment	48
4. CONCLUSIONS	50
5. REFERENCES	52
6. ANNEXES	56

1. INTRODUCTION

Despite being a rich source of knowledge and having a great potential for English language teaching, literature tends to be ignored in the EFL classroom. Literature in the foreign language has innumerable benefits for learners, as when choosing the correct text and adapting to the students' level of maturity, language proficiency and interest, it can boost not only their reading but also their speaking, writing and listening skills. The fact that teachers lack training and clear guidelines on how to approach literary texts in the classroom has led to passive approaches in which students merely receive the readings and extract a linguistic knowledge from them. Therefore, activities in the EFL context have traditionally been reduced to language-based tasks, in which readers focus on vocabulary and grammar on the text, and to reading comprehension ones, in which learners are tested on their understanding of the content or plot of the reading by answering questions or writing a summary. However, much more than vocabulary and content can be extracted from literature, as it can also be seen as a source of personal, emotional, cultural and intellectual growth. Consequently, if the passive approach given to literature is reconsidered placing the reader in the center of the reading process, and focusing on its personal enrichment, learners will be able to make connections, express their opinions and extract meanings while actively developing their communicative and linguistic competence in English.

Due to the need to promote this active engagement with literature in the EFL classroom, the literary genre of short stories has been seen as the most appropriate one for this task. Their length makes them attractive to deal with in a few sessions, while its variety of topics and themes makes them approachable to the taste of every student. Moreover, secondary learners feel identified with this genre easily, as it addresses human concerns, experiences and problems which might be close to their own ones and consequently motivates them to read, adopting a positive attitude towards the text and the subsequent activities proposed by the teacher.

Accordingly, the main objective of this dissertation is to design a didactic proposal to promote reading in Secondary students by using short stories dealing with relevant topics for them. In addition, the secondary objectives of this dissertation are the following:

- To theoretically justify the need to develop a didactic proposal which uses literary texts in an EFL context in Secondary education.
- To design a lesson proposal using Lahiri's "The Third and Final Continent" and Munro's "The Ottawa Valley" short stories.
- To explore the different approaches that can be given to literature in the EFL classroom focusing on literature for personal enrichment.
- To arrange a way in which students can extract intercultural knowledge thus developing ICC through the approach to the short stories.

To achieve these goals, this dissertation has been divided into several sections. Firstly, a theoretical background exploring the concept of interculturality, and the ICC is given. This theoretical framework also studies the role of literature in EFL teaching by presenting the different approaches given to it as well as its possible benefits and drawbacks. Finally, this section finishes dealing with appropriate selection of texts for the EFL classroom, focusing on the literary genre of short stories. This theoretical framework paves the ground for the second section, which is the didactic proposal as such. This lesson proposal is intended for the first course of Bachillerato and it is built around the two short stories "The Third and Final Continent" by Jhumpa Lahiri and "The Ottawa Valley" by Alice Munro. The proposal is explained in detail along the section, which will be divided into subsections including the justification, the context and temporalization, the objectives of the proposal, the legal framework and curricular elements, the competences, the methodology, the development of each of the sessions with the activities that compose each lesson, and the assessment. Once this didactic proposal is explained, the conclusions of this dissertation will be exposed. Finally, the materials mentioned along the proposal will be shown in Annexes along with the specific charts with the curricular elements of each of the sessions, to give a greater insight of this lesson proposal.

2. THEORETICAL FRAMEWORK

In this chapter, firstly the concept of interculturality and its assessment through the ICC will be explained, to later deal with the use of literature in the EFL classroom. In this last section, the different approaches to literature, its benefits and drawbacks as well as the criteria for text selection will be covered, focusing on the literary genre of short stories.

2.1 The Concept of Interculturality

The term interculturality is a complex concept which has not been clearly well defined as the limits of its conception can adopt different nuances. Something intercultural means that it is “existing between, relating to, or involving one or more cultures” (Collins English, n.d., Definition 1). Therefore, regarding education, we assume interculturality relates to the interaction of learners from different cultures or to the contact of students with a different culture taught to them by their teachers. Due to the new 21st century scenarios that we are living in, society, and therefore the students which conform classrooms, are changing in its nature, presenting the co-existence of several cultures and languages within a same group. As Pellicer-Ortín & Romo-Mayor (2020) observe, “nowadays a broader cultural awareness to deal with cross-cultural differences” is needed (p. 9) and consequently achieving an intercultural competence has become a central issue of concern in language teaching (González Rodríguez & Borham Puyal, 2012).

According to Corbett (2022), for an intercultural experience to take place learners need not be immigrants or foreigners as they can likewise “treat other language communities as sources of cultural knowledge and experience” (p. 42). When the learner gets in contact with other cultures, this encounter produces what many scholars have referred to as the third space in which interculturality takes place. This space is where the students must face the hybridity of their own home culture and the target one, observing both, challenging them and finally re-evaluating them (Kramsch, 2000). This explains Corbett’s conception of learners being explorers and mediators in the intercultural context, as they do not only have to negotiate meanings and translations across cultures, but also to explore the reality of this new world opened to them (Corbett, 2022). This third space would not be created, and students would not be driven into it if it were not for their teachers, who enable this interaction not only between cultures but also among

the students. As Bhabha (1994) explains, learners descend into alien territories guided by their teachers. This interaction is an enriching experience where they develop both their personalities and their linguistic skills.

2.1.1 What is the Intercultural Communicative Competence?

Intercultural experiences taking place in the language classrooms can be addressed by different approaches. One of them is through the Intercultural Communicative Competence (ICC), which presents communicative-approached tasks in which students need to deal with the encounter of the new culture while developing their linguistic skills. Although it is also difficult to give an exact definition of this competence, some authors have described it as "the ability to interact effectively with people from cultures that we recognize as being different from our own" (Guilherme, 2000, p. 297). According to Sercu (2005), what this competence evaluates is "the acquisition of intercultural skills, such as independent exploration of cultures or the ability to mediate successfully in intercultural situations" (p. 120). The principles behind the ICC are established in two main guides for the intercultural language education. These are Europe's *Common European Framework of Reference for Languages* (CEFR) and the National Council of State Supervisors for Languages, and the American Council on the Teaching of Foreign Languages (NCSSFL-ACTFL) can do statements (Corbett, 2022).

The CEFR seeks to enhance linguistic competence in a context characterized by the co-existence of a plurality of languages. As stated by the Council of Europe "it is a central objective of language learning to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture" (CEFR, 2001, p. 1). The competences that the CEFR presents apply to the human being, rather than to merely linguistic matters, combining communication with psychology, and consequently dealing with personal traits of the human being following a human-oriented approach (Corbett, 2022).

The CEFR describes the ICC in terms of five different types of knowledge and skills which are knowledge (*savoirs*), skills of discovery and interaction (*savoir apprendre/faire*), skills of interpreting and relating (*savoir comprendre*), attitudes (*savoir être*) and critical cultural awareness (*savoir s'engager*) (Sercu, 2005). Firstly, it is

essential that students have a theoretical base of knowledge (*savoirs*) of the target culture to avoid landing into such an alien territory, as Bhabha (1994) described it, and making this third space something not so unknown for learners. Therefore, in the classroom teachers should provide a previous knowledge, focusing on the aspect of the culture wanted to be illustrated such as history, economy, politics, or cultural traditions. This prior understanding will be very useful for students in their subsequent interaction (Corbett, 2022). In figure 1 it can be seen what types of knowledge compose these *savoirs* of the ICC, as students might not only need general and specific culture but also knowledge of themselves, of the others and of the ways of interacting with individuals and with society through language and communication (Sercu, 2005).

As mentioned before, interaction and sense of discovery and exploration (*savoir apprendre/faire*) and interpreting and relating (*savoir comprendre*) are also needed in this third space. *Savoir comprendre* refers to the “ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own culture” (Byram, 1997, p. 61) and *savoir apprendre/faire*, according to the definition in Figure 1, refers to the “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (Sercu, 2005). If students are trained on metacognitive skills to observe, investigate, interpret, and relate certain aspects of a culture, like their practices, views, or events, directing their own learning they will greatly succeed in their deepening into the new culture (Sercu, 2005). These interpretations need not be verbally expressed, as they can be exposed in different ways (Corbett, 2022).

For all the previous knowledges to be favorably developed, personal attitudes (*savoir être*) like openness, respect or curiosity are needed. According to Byram (1997) *savoir être* is the “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (p. 61). Looking at Figure 1, the need to develop a positive disposition to approach to the intercultural competence is also seen (Sercu, 2005). Some may argue these skills are not to be developed by the language teacher, as this figure does not have to be responsible of working on students’ personal traits. Others may also allude to the fact that attitudes like empathy cannot be improved, however, educators can design activities where students are enriched by the contact with the other cultures, and consequently, certain skills like resilience will gradually be improved (Corbett, 2022).

Lastly, cultural awareness (*savoir s'engager*) according to Byram (1997) is the “ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (p. 63). This is the central and essential component of the ICC since, as shown in Figure 1, interculturality would not take place without considering one’s own culture and critically engaging with the foreign one (Sercu, 2005).

The NCSSFL-ACTFL describes the implementation of ICC as a non-linear and complex process “built from the accumulation of cultural knowledge, practices and social encounters experienced within a variety of cultural contexts” (NCSSFL-ACTFL, 2017) where the previously mentioned qualities are developed (Corbett, 2022). In fact, the can-do statements established by the NCSSFL-ACTFL are easily correlated with the five skills distinguished by the CEFR (Corbett, 2022).

<i>Knowledge</i>	<i>Skills/behaviour</i>	<i>Attitudes/traits</i>
<ul style="list-style-type: none"> • Culture specific and culture general knowledge • Knowledge of self and other • Knowledge of interaction: individual and societal • Insight regarding the ways in which culture affects language and communication <p><i>Savoirs</i></p>	<ul style="list-style-type: none"> • Ability to interpret and relate <p><i>Savoir-comprendre</i></p> <ul style="list-style-type: none"> • Ability to discover and/or interact • Ability to acquire new knowledge and to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction • Metacognitive strategies to direct own learning <p><i>Savoir-apprendre/ savoirs-faire</i></p>	<ul style="list-style-type: none"> • Attitude to relativize self and value others • Positive disposition towards learning intercultural competence <p><i>Savoir-être</i></p> <ul style="list-style-type: none"> • General disposition characterized by a critical engagement with the foreign culture under consideration and one’s own <p><i>Savoir-s'engager</i></p>

Figure 1: Components of the ICC (Sercu, 2005, p. 3)

The elements which characterize the communicative tasks which are implemented in the language classroom to develop the ICC are six according to Nunan (1989): the goal, the input, the activities, the setting and the learner’s and teacher’s role. The goal would

be to achieve the skills mentioned in the CEFR to make students aware of their interaction, equipping them with abilities and attitudes which facilitate the encounters with the new culture. The input refers to “any stimulus provided by the teacher or materials designer for the accomplishment of the task” (Corbett, 2022, p. 75). This input does not necessarily have to be authentic, but it can perfectly be adapted “to achieve selected intercultural or linguistic goals” (Corbett, 2022, p. 76). According to Corbett (2022) the activities are the “core of the learning process” (p. 76) and are closely related to the role of the learner and the teacher. Learners will obviously be treated differently by their teachers regarding their age and maturity, as early ones will need more scaffolding and, as they grow, their levels of independence, experience, and confidence (also due to their improvement in the linguistic and intercultural competence) will increase and therefore they will not need so much guiding from their teachers. Consequently, the role of the teacher varies from a close monitoring of the activities to assure the ICC is being well developed, to a mere mediator of the learning process (Corbett, 2022).

Nevertheless, both guides for the ICC (the CEFR and the NCSSFL-ACTFL) have been criticized, being the main issue of debate how culture should be approached in the language classroom. Some scholars, like Risager (2007), have pointed out how culture in the classroom should adopt a transnational approach, not considering that all cultures are associated with nations (Corbett, 2022). Others, allege that many teachers present culture to students as a unique and static reality with single identity, rather than reflecting the cultural reality of dynamism and changeability that it embraces (Corbett, 2022). Many others even push their critiques further, questioning the usefulness of including culture as part of the curriculum of the language classroom. They seem to ignore that, as mentioned before, the ICC does not only allude to linguistic skills but also to personal qualities which, as Corbett (2022) affirms, allow “the language learner to navigate cultural difference and mediate between different world views” (p. 68).

Another question of debate is what type of culture should be included in the curriculum. Some defend that elite culture should be excluded as it does not motivate students, while others claim that students can be very engaged and motivated by this canonical culture, which can moreover enrich their learning process (Corbett, 2022). Teachers are the ones who have the ultimate decision on the materials selection, as there are still no strict guidelines established on the curriculum on this matter, and this is also something which is criticized, as scholars also comment on the level of generality and

abstraction that the CEFR and the NCSSFL-ACTFL present, not providing educators with clear instructions on how to apply the ICC in their language classrooms (Corbett, 2022). The truth is that, although language education has greatly evolved in recent times, moving from a teacher-centered approach to a more communicative one, there are still many gaps in the curriculum regarding interculturality and the implementation of the ICC.

2.2 The Role of Literature in EFL Teaching

Introducing literature in the classroom is an excellent method to contribute to the development of the ICC and various researchers have studied its different uses in language education (Corbett, 2022). It has been proven how by approaching to literary texts students do not only develop their linguistic and interpersonal skills but also intercultural attitudes and cultural awareness. When literature is incorporated into the third space, the relationship between the reader, the text and interculturality is established and the burden of culture can be clearly seen (Gonçalves Matos, 2005).

As Lazar (1993) suggests, defining the literary competence is a complicated task and the insertion of it into the EFL classroom has been a long and controversial process which still shows some reticence. Initially, literature was discarded in the EFL context as most traditional educators defended that it was merely a source of literary study as such which did not fit the functional role that English language needed to accomplish (Pellicer-Ortín & Romo-Mayor, 2020). Hall (2005) identifies the change of attitude towards the perception of literature in the last decades of 20th century, as there was a revalorisation of it “through attempts to incorporate it in communicative language teaching through humanistic techniques, reader response, and stylistics” (p. 55). He also identifies a rise in the opinion of those who started to see literature “as potentially playing a role in facilitating the learner’s access to this English-using culture” (Hall, 2005, p. 55). Indeed, as Pellicer-Ortín & Romo-Mayor (2020) claim:

Works on the use of literature for language learning purposes started to be published and persuaded teachers to regard literary text not as sources for literary study but as resources for the teaching of English. Literature acquired the status of provider of rich input to develop the four main skills within a relevant cultural context rather than only reading comprehension (p. 13).

Broadly speaking, when treating with literature we deal with “the general state of affairs to which it refers rather than its pragmatic function in the real world” (Lazar, 1993, p. 13). However, as Corbett (2022) argues, the role of literature can also be to “illustrate the implicit or explicit value system of different cultures, and how those values are communicated, with a view to developing critical cultural awareness” (p. 213). This view is also supported by others such as Gonçalves Matos (2005) who defends the idea that literature “may help the reader reconstruct perceptions of the world by raising awareness of cultural difference and of the inseparability of language-and-culture.” (p. 57), or González Rodríguez & Borham Puyal (2012) who state that “literary texts can promote reflection on cultural differences, develop understanding of the home culture, and consequently enhance more tolerant and open attitudes towards other cultures” (p. 108).

Nowadays in the 21st century some authors, although a minority, still wonder whether the use of literature in the EFL context has a positive impact. Edmonson (1997), one of the main representatives of this view, alleges that literature is irrelevant, it does not motivate students and does not provide anything special for language teaching, as no theoretical positions have been proven. Moreover, he defends that other subjects can provide a greater insight on culture than literature. Basically, he defends the isolationist idea that “language learning is concerned with acquiring competence in the L2 and nothing more” (Paran, 2008, p. 468).

Regardless of this minoritarian argument, most authors position themselves in favour of the use of literature, defending Gonçalves Matos’ (2005) assumptions that if culture is considered another feature of language, then the use of literature in the EFL classroom is perfectly justified, as language and culture “interplay at several levels” which cannot be estranged (p. 58). Language learning is not only about language itself, but about education and affective teaching, looking also at personal growth. Taking this into account, it can be said that both, literary and language competences, are closely interrelated as interculturality and literary competence will be developed with the exposure to literary texts (Lazar, 1993). The relationship between literature and language teaching can be seen in the representation of Figure 2.

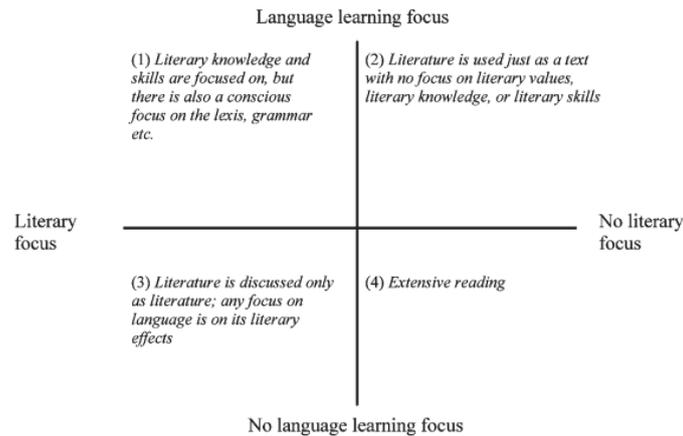


Figure 2: The intersection of literature and language teaching (Paran, 2008, p. 467)

The horizontal axis reflects whether the lesson includes literature, being the left extreme a lesson with literary focus and the right one a class without it. The vertical axis represents the engagement with language learning, this is if the teacher focuses the tasks of the lessons on learning the language. The top of the axis would be a full language-based lesson and the bottom a non-language-based one. When these two axes intersect, four quadrants result. Quadrant 1 shows a situation where both literary and language competences are at stake. Quadrant 2 represents a lesson where a literary text is used but without literary teaching aims. Quadrant 3 reflects a case where literature is used in a traditional way, this is ignoring the linguistic competence and focusing on the literary one. Finally, quadrant 4 exemplifies an extensive reading with no focus on either the literary or linguistic component. (Paran, 2008, p. 466-467).

Learners of EFL will evidently not approach the literary text as native readers and therefore, the responses will be built “against the backdrop of their native culture” (Gonçalves Matos, 2005, p. 60). However, with the guidance of the teacher acting as a mediator of learning in this third space, students will be assisted not only in the comprehension of the text but also in the reception of skills that will help them understand implicit and explicit meanings (Gonçalves Matos, 2005). As Kramersch (2000) indicates, “what is at stake is the creation, in and through the classroom, of a social, linguistic reality that is born from the L1 speech environment of the learners and the social environment of the L2 native speakers but is a third culture in its own right” (p. 9).

2.2.1 Approaches to Teach Literature in the EFL Classroom

Literature can be approached in many ways in the classroom beyond the student's reading comprehension. Depending on the different approach addressed, a different aspect of literature or culture will be illustrated and its effect on the learning process will be different. According to Rosenblatt's (1994) Transactional theory, there are two types of reading, efferent and aesthetic. Efferent reading means that "the reader is interested in the residue of information gained after the reading" (Long, 1981, p. 54), while aesthetic reading focuses on what the reader "is living through during his relationship with that particular text" (Long, 1981, p. 54). According to Fernández Fernández (2006), what teachers should promote in the classrooms is aesthetic reading so that students develop a taste for reading and voluntarily read on their own for pleasure, beyond the imposed educational readings.

Based on this dichotomy, Lazar (1993) presents three different methods to approach to literature in the EFL classroom. These are the language-based approach, literature as content approach and literature for personal enrichment approach (p. 23-24). The language-based approach focuses on analysing the language of the literary text with the main aim of boosting the students' proficiency of the English language. In this approach, some authors like to include stylistics which, according to Lazar (1993), is the study which involves a close analysis "of the linguistic features of a text in order to arrive at an understanding of how the meanings of the text are transmitted" (p. 27). Although this method uses well known terminology for students and can even help them to develop their language competence, some authors argue that learners are not always linguistically ready to undertake a stylistic analysis and activities following a simpler language-based approach should be applied (Lazar, 1993). The literature as content approach, as its name suggests, is centred on the content of the reading. This is the traditional approach typically used in literature lessons, as students focus on the content the professor wants to illustrate such as the historical background, the political ideology, or the literary movement. The third model, literature for personal enrichment, centres on developing personal skills which address the human being. Therefore, for this methodology to be successfully developed it is especially significant that the texts raise the students' interest.

Gajdusek (1988) also provided an analysis that could be applied to the previous teaching approaches, which consists of a four-phase procedure for teaching literary texts

in the classroom, offering teachers a valuable model to follow and analyse after implementing it. This procedure, adapted by Corbett (2022), consists of an initial phase where the reading of the text takes place. This stage could be referred to as text-reception, as it aims to activate the learners paving the way to the rest of the phases where the product of the students' comprehension of the literary text is at stake. In the traditional approaches to literature, students were expected to reach to conclusions on their own, as a spontaneous or mystical process, without an explicit guidance of the teacher (Lazar, 1993). However, as Gonçalves Matos (2005) suggests, "literature is not self-explanatory" (p. 62) and therefore, in this initial phase, to provide a fuller cultural understanding for the students and a better performance in the subsequent phases, the teacher should supply learners with background cultural information (Gonçalves Matos, 2005). The amount of information given, according to Lazar (1993), will depend on several factors such as availability of time, student's interest, or the aspect of culture the text is referring to.

The second and third stages could be referred to as text-discussion ones, as they deal with the judgement of the content and the interaction with others sharing views and opinions based on the understanding of the text. The final stage consists of a critical analysis which could also be worked through oral interaction to make it even more communicative. The activities conforming these last stages promote the development of skills such as critical questioning, analysis, or evaluation which ensures students' cultural inquiry through the reading of the literary text. This procedure could also be adapted to the need of any learner, no matter the age, by selecting a different type of text and adapting the difficulty of the activities in each phase to the language level of the students (Corbett, 2022). As Lazar (1993) suggests, a literature-based activity could include anything "from recognising and appreciating a full range of genres to simply following the plot of a story" (p. 13).

2.2.2 Benefits and Drawbacks of the Use of Literature in the EFL Classroom

The debate on whether including literature in the EFL classroom is beneficial for learners has been the topic of many studies. Although all the research conducted is not based on empirical evidence (Hanauer, 2001), benefits for the use of literature in general have been widely shown. However, there is not enough factual evidence to manifest how it contributes to the development of interculturality and some still go against its

incorporation in EFL classroom. The main view does see the benefits of the use of literature. As stated by Lazar (1993), the main advantages are motivation, exposure to a wide range of authentic material, general educational value, understanding of another culture, development of students' interpretative abilities, expansion of language awareness, enjoyment, and high-status consideration (p. 14-15).

The issue of motivation behind using literature has nevertheless raised a variety of opinions among scholars. Several studies suggest that “teachers and lecturers are often more enthusiastic and convinced about the value of literature in education than their students” (Hall, 2005, p. 88). This was indeed proven by several surveys, which showed scepticism in learners towards literature (Paran, 2008). Others believe that reading always proved to be an “invaluable source of rich and extended natural or authentic input” (Hall, 2005, p. 95) from which learners take pleasure obtaining benefit from this enjoyment. As Lazar (1993) suggests, literature is something complicated for students to confront, as it exposes them to “complex themes and fresh, unexpected uses of language” (p. 15). It is undeniable that the use of other resources may be easier and more engaging for them than reading literary texts. Conversely, the fact that it is so demanding also gives students a feeling of reward once the task is achieved and, as Lazar (1993) observes, they feel that “what they do in the classroom is relevant and meaningful to their own lives” (p. 15). The role of the teacher and the task is also crucial in this aspect to engage the students and capture their attention.

There is no doubt of the expansion of learners' cultural and linguistic awareness as well as of the development of their interpretative abilities. Regarding cultural knowledge, reading enriches the students' minds, and through literature they can contextualize a specific society becoming “broadly aware of the social, political and historical events which form the background” of a certain culture (Lazar, 1993, p. 17). They can get to critically comprehend how a society behaves, thinks, reacts, feels, or lives. Dealing with language acquisition, the linguistic competence is developed both by the students' exposure to vocabulary in the text, which is also “a way of justifying the inclusion of literature in the language syllabus” (Lazar, 1993, p. 25), and by the fact that oral production is promoted with activities which involve debating and reflection, which also accelerate linguistic development. Likewise, the development of interpretative skills goes hand in hand with these activities, as in them students should reach their own interpretations by discussing, inferring meanings, and deducing its implications or

assumptions in the text (Lazar, 1993). Consequently, literature has a general educational value, as above all the mentioned academic development, it prompts personal growth in the students, stimulating emotional awareness and imagination through the expression of feelings, opinions, and emotions in the different tasks presented.

For the disadvantages, Lazar (1993) mentions how it can be demotivating and personally demanding for learners (p. 25). As said before, literature can be tough, and several reasons, such as an inadequate previous knowledge, an exceeding linguistic level, or an insufficient guidance by the teacher, can hinder even more the learning process. Some learners might also show unwillingness or discomfort when having to share their opinions or emotions aloud with the rest of the class and can find some of the activities proposed in the last stages of the teaching approach distressing. This could be due to a series of reasons. On the one hand, the character of each individual or the effect that the issues dealt with in the text have on them. On the other, the fact that students are more accustomed to a traditional educational approach where the authoritarian role of the teachers prevents them from participating and expressing themselves (Lazar, 1993). This issue could be solved by delimitating the audience of the oral production activities from the whole class to smaller working groups, so that initially it does not cause such a strong impression to students to open themselves up in front of all their classmates. (Lazar, 1993). Moreover, literature can also be seen as demotivating when dealt with very rigidly and mechanically, directly offering the teachers' views as if they were the only ones that count and without giving space to students' creativity and interpretations (Lazar, 1993).

Sen Gupta (2003) also claims that students are not the only ones that can feel anxious when working with literature, and that teachers may also feel uncomfortable when dealing with it. This might be since, as they normally receive no training on this field and the methodology presented in textbooks ignores it, they do not have the strategies to approach to the matter (Paran, 2008). This lack of instruction provided "also sends out a powerful message that literature is not something that is worth dealing with" (Paran, 2008, p. 480) and it confirms that there are still pedagogical challenges to be addressed (González Rodríguez & Borham Puyal, 2012). However, as Paran (2008) assures, the focus is now changing, and courses are being offered to educators in this area.

2.2.3 Selection of Literary Texts for the EFL Classroom

As seen in previous sections, the selection of the texts to work with in the EFL classroom is essential and several factors should be considered when deciding. One of these considerations, as Pulverness (1996) argues, should be the aspect of culture which wants to be illustrated. Although this may seem as an uncomplicated criteria to follow, it is certainly quite demanding as few texts “claim to be a purely factual documentation of their society” (Lazar, 1993, p. 16) and those which do reflect a certain aspect of it may adopt an unrealistic approach, which does not suit for the lesson as the point is to prevent students falling into unreal or elitist cultural reflections or imposing them imperialistic values (Lazar, 1993).

The level of cultural and literary knowledge of the students should also be considered when choosing, as this will facilitate or hinder the understanding of the text (Lazar, 1993). This goes hand in hand with the third criterion for selecting texts, which is also adapting the grade of difficulty of the text to the linguistic level of the students. Although they may look the same, Lazar (1993) explains the difference between the literary level and the linguistic one by showing how while some “may already have a level of literary competence which will help to make sense of a literary text even when their linguistic knowledge is rather limited” (p. 54), others “may find themselves understanding each individual word on the page without being able to make sense of the literary meanings behind the text” (p. 54). For this reason, graded readings are usually used in the lowest levels and authentic materials are used in the higher ones, but teachers should not leave aside the assessment of the literary and also the cultural competence when selecting a text to use in the classroom. As Gonçalves Matos (2005) suggest, the fact that the text is accessible to students does not necessarily imply that the intercultural dimension will be immediately understood concurrently with the plot of the story. Other criteria to consider when selecting texts are the availability and length of the text, the time available to work with, the text’s exploitability, the available resources and activities to work with, and the fit in the syllabus; either in terms of methodology or content (Lazar, 1993, p. 54-55).

2.3 Literary Genres in EFL Teaching: The Short Story

Short stories have been regarded as “the most effective ones to facilitate EFL learning and teaching” (Pardede, 2021, p. 31) due to several pedagogical reasons which include linguistic, socio-cultural, personal and emotional, and cognitive benefits. Firstly, the fact that they are short makes them more approachable than novels, which take long to read, or poetry, which is “generally condensed with imageries, connotative words, and figurative languages” (Pardede, 2021, p. 31). Its practical length allows teachers to devote few sessions to the reading, El Farra, and Abu Zahara (2015) suggest no more than two “to wrap up the discussion and analysis of the story” (p. 12). Their shortness also makes them a great opportunity to offer learners genuine authentic materials, as they do not need to be adapted or modified, and this makes them very suitable for communicative-approached tasks proposed to develop the ICC (El Farra & Abu Zahara, 2015). Moreover, the fact that they are so short makes possible to propose activities like summarizing the plot, as they tend to be simple and include few characters, something which could not be done with a whole novel (Pardede, 2021) as students would not be able to remember all the details. Lastly, their simplicity and practicability are ideal because it is not demotivating for students who, when reading see the resolution of the conflict close and they are not discouraged to continue reading to discover the ending (Erkaya, 2005).

Linguistically speaking, short stories are greatly beneficial for students, as they offer a great sample of real-life use of vocabulary and grammatical structures. Making students having to confront a primary source text written specifically for learners promotes their acquisition and processing of a new language (Pardede, 2021, p. 34). As Pardede (2021) states, it promotes the development and integration of overall language skills appreciating the richness and variety and becoming more sensitive to the features of it. Socio-culturally, the cultural context of the target language can also be appreciated by reading short stories, which transmit values, ideologies, principles, morality, common-sense, social, cultural, political, and historical events (Pardede, 2021) fostering this way intercultural awareness. As Pardede (2021) suggests, it does not only make learners understand the target culture better, but also have a better understanding of their own culture, and it can even rejuvenate their national pride and values (Pathan, 2013). Therefore, the ICC is perfectly developed using short stories in the EFL classroom as it meets intercultural objectives by proposing analytical and creative tasks in which students

must explore different cultural perspectives (González Rodríguez & Borham Puyal, 2012).

Most short stories narrate human's ordinary life experiences which makes the content of the text something very motivating for students, which is crucial to avoid boredom and prevent losing their interest since the beginning of the lesson. As the content is close to them it does not take them effort to familiarize with the reading and this also stimulates them. As Ellis and Brewster (1991) emphasize, when "stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences" (p. 1-2). This also promotes personal and emotional growth, as they can easily empathise with the protagonists and, in the words of Pardede (2021), "learn from the characters' complicated suffering and struggles." (p. 34). Indeed, research has proven that multicultural stories induce empathetic responses to the experiences of the story characters (Hägglom, 2006), and this can imply a great emotional growth if, as Vandrick (1997) suggests, students explore their feelings through the experiencing of those of others.

Regarding cognitive benefits, short stories will make students think, reflect, analyse, infer, and synthesize. Through the reading of this literary genre teachers will be able to activate what Bloom defined in his taxonomy as low and high order thinking (Erkaya, 2005). Level 1 of the taxonomy refers to asking about dates, places, names, characters, settings, or plot (Erkaya, 2005). Level 2 deals with comprehension, comparison, interpretation, descriptions, main ideas etc. In level 3 "students try to solve problems by using the knowledge they have of the story" (Erkaya, 2005, p. 9) and in level 4 they must reach to the maximum level of thinking by analysing, inferring ideas and facts about the story, summarizing, evaluating etc. (Erkaya, 2005). According to Pardede (2021), learning and cognitive strategies are promoted as in these last levels as students will "relate the story to other available external references that will help them get a deeper meaning" and will "research external sources to understand something difficult for them" (p. 35).

Finally, when selecting a text, the fact that short stories cover a variety of themes, matters, topics, styles, and language levels is also beneficial for teachers, as they have a great offer to choose from when wanting to address the students' different tastes and interests (Pardede, 2021). Teachers should consider the criteria for selection of materials shown in the previous section, checking the students' linguistic level, the length of the

story so it can be fully covered in the course hours available, the learners' needs and abilities and the amount of background information needed "for a true appreciation of the material" (Pardede, 2021, p. 35).

In conclusion, after reading this chapter it can be seen how the use of literature in the EFL classroom does not only develop the literary, linguistic, and personal competence, but it also promotes the ICC. By reading in the classroom, students deepen into the third space which the literary texts present them, and learners must deal with the foreign cultural elements and with their own ones, consequently developing intercultural abilities and skills.

3. DIDACTIC PROPOSAL

3.1 Justification

The didactic proposal presented in this dissertation is a set of sessions for the subject of EFL using the literary genre of short stories in the classroom. For these lessons, two short stories will be used from two different collections, *Interpreter of Maladies* by Jhumpa Lahiri and *Something I've Been Meaning to Tell You* by Alice Munro, respectively. *Interpreter of Maladies* is a compilation of nine different short stories written by Jhumpa Lahiri, an Indian American author, which deals with the experience of the Indian immigrants in America. Lahiri tries to make the characters reconcile their Indian cultural roots and heritage with their actual American lives exploring in this way themes like search for connection, identity, or cultural displacement, as all her characters are caught between two worlds. *Something I've Been Meaning to Tell You* is a thirteen short story collection named after the first one conforming it, which was written by the Canadian author Alice Munro. These stories narrate individual life experiences dissecting with delicacy the variety of human nature and its relationships dealing with topics such as loss, friendship, secrets, motherhood, death, sisterhood, and the variety of life in short. Munro depicts in her characters their experiencing of emotions like hope, fear, love, reconciliation, or anger from their pasts which they must handle in their present stories and in their forthcoming futures.

The first story selected to work with in this proposal is from Lahiri's work and it is "The Third and Final Continent", the last one of the collection. This narration is about a Bengali man who leaves his natal India and moves to Boston in 1969 when they offer him a good job opportunity there. In America he feels like a total stranger, but he soon starts to accommodate to his new life while he develops a close friendship with his landlady. When he is starting to get used to The States, he must return to Calcutta, where his marriage has been arranged with an unknown woman named Mala. Once married, Mala will travel to Boston to meet his husband and build their life together in this remote land for her. The story will therefore narrate the couple's adjustment both to America's culture and to themselves, as they gradually fall in love in a new country where they settle and start raising their family together.

“The Ottawa Valley” is the second story selected for this proposal from Munro’s work and is also the last one from her collection. This narration is about a family who grew up in the Valley of Ottawa in Canada. Munro uses two narrative lines to tell this story, one through the snapshots of memories from the mother’s past, which depict the actual physical story, and the other through the narrative voice of the daughter in the present, which shows the feelings and thoughts she had in her mind when the story took place. Through the memories of the mother, readers meet the familiar relationships of the characters and their life in the rural community of the Valley, recapturing the moment when the mother began to suffer from Parkinson’s disease. With the daughter as a narrator, Munro sorts these feelings of the past to try to give sense and comprehend the burden and uncertainty of the present where her mother is no longer present.

The main reasons for selecting these two short stories from two different collections is to guarantee that each one of them will be worked consciously and to illustrate different topics and cultural themes. Lahiri’s narrations are all set in America and characterized by Indian characters while Munro’s stories are all set in Britain or Canada and therefore characterized by native characters to these places. Consequently, the selection of one story from each author ensures the presence of different cultures and themes to work with in this didactic proposal, so that students can develop ICC in a deeper way. Additionally, the importance of giving voice to female writers was also an essential reason for selecting Lahiri’s and Munro’s stories, as extraordinary women authors tend to be left behind in a specific minor section of literature reserved for them, focusing all the importance on male writers. Moreover, another key reason for selecting Lahiri’s story was also to shed light into cultures which tend to be ignored in the curriculum, like the Indian one that she depicts, rather than continue focusing on the usually approached British and American ones.

Both readings adapt to the linguistic, literary, and intellectual level of the learners and narrate human stories, which does not only motivate students as it appeals to their tastes and interests, but it also prompts their emotional maturity as when dealing with others’ life experiences feelings such empathy are raised. Consequently, according to Lazar’s (1993) approaches, this selection of texts fits for the development of the three models she presents to deal with literature, as a source of personal enrichment, of language-based knowledge, and of cultural content extracted from the narrations. Furthermore, an additional reason for selecting these texts is the benefits of using

authentic materials in the EFL classroom, as none of the stories have been modified for this proposal, and it presents students with texts with real English language in use, stimulating them more than using graded readers.

3.2 Context and temporalization

Regarding the context, this didactic proposal is intended for the first year of non-compulsory Secondary education, that is 1st of Bachillerato. The reason for selecting this course is mainly due to the English proficiency level that students in this year are supposed to acquire, which according to the CEFR, is a B2 level in English language for this stage (D.40/2022, p.50139). As said before, the two short stories selected are authentic materials which have not been modified either in terms of content or in language. Consequently, presenting first source texts to younger students could be very demanding, while the linguistic level of 1º Bachillerato should be the adequate to approach these stories. Moreover, the fact that in this level students do not have to take the national EBAU examinations, as it happens in the second course of Bachillerato, gives teachers greater freedom to introduce different materials from the contents of the exam in the classroom during this year. Furthermore, as students taking Bachillerato have voluntarily decided to study, as it is not compulsory unlike the previous Secondary education years, they might have more motivation and interest for English than younger learners studying it as an imposed subject.

Concerning temporalization, the students of 1º Bachillerato have a teaching load of three hours per week of English as a first foreign language (D.40/2022, p.50347). Therefore, the lesson proposal corresponds to a total of eight sessions that are intended to be put into practice through the course of three weeks during the second term. The two stories selected will be covered respectively during four sessions of 50 minutes of duration each; the four initial ones during the two first weeks will be devoted to Lahiri's story and during the four remaining lessons of the second- and third-weeks Munro's story will be dealt with. All sessions are dedicated to post-reading activities, as students are intended to read the texts on their own, previously to attending the lessons, to optimize the time in the classroom to deal with cultural themes and the comprehension of the stories. Learners will have no problems when facing the readings individually as both texts are easily understandable and present no major linguistic issues for their level of

English proficiency. For this reason, no pre-reading and while-reading activities have been proposed in the sessions of this proposal as they were seen as unnecessary in the reading process.

3.3 Objectives of the proposal

The main aim of this proposal is to promote the Intercultural Communicative Competence in students through the reading and discussion of the short stories “The Third and Final Continent” by Jhumpa Lahiri and “The Ottawa Valley” by Alice Munro. In this regard, the main objectives of this proposal are the following:

- Get students to see literature as something approachable and motivating from which they can extract great pleasure and personal growth making them active readers and not passive receivers of the texts.
- Improve the students’ linguistic competence in English, as while reading and participating in the proposed activities they will be using the foreign language in a meaningful context.
- Deal with interculturality through the literary texts used in the sessions, raising social and cultural awareness, avoiding stereotypes and prejudices, and making students reflect on certain topics such as immigration, which requires the promotion of universal principles and values like respect, equality, or tolerance, that will serve teenagers for countless situations along their lives.
- Shed light into cultures ignored in the curriculum and presenting students with literary texts different from the usually approached British and American ones, broadening in this way the learners’ literary, linguistic, and cultural mindset. For this reason, Indian culture was introduced in the lessons.
- Encourage the participation of every student in the tasks proposed in the different sessions, not discriminating, or leaving anyone behind by any reason, and creating a positive classroom environment, in which all learners feel free to express themselves developing their linguistic, intercultural, interpretative, and personal skills among others.

The ultimate goal of this proposal would be to promote reading in teenagers to achieve what Rosenblatt (1994) defined as aesthetic reading, that is, promoting in students a taste to read voluntarily outside the classroom and beyond the imposed readings inside school.

3.4 Legal framework and curricular elements

To comprehend the foundations of this didactic proposal, an examination of the legal framework and the curriculum on which it is based is needed. Regarding the legal framework, on the first level of curricular concretion and most specifically in the national stage (macro level), the proposal is supported by the current educational national law LOMLOE (Ley Orgánica de Educación 3/2020 issued December 29, which modifies the previous LOE, Ley Orgánica de Educación 2/2006 issued May 3). Moreover, the proposal is also based on the regulations for the level of 1º Bachillerato exposed in the Real Decreto 243/2022 issued April 5 “por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato” (RD. 243/2022, p. 46047).

Regarding the legal framework of the regional stage (meso level), this proposal is intended to be applied in Castilla y León and the principles of the subject of English as a first foreign language in 1º Bachillerato as such are specifically established on the Decreto 40/2022 issued September 29 “por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León” (D 40/2022, p. 49543). In this regional curriculum it can be seen that the use of literary texts is not among the main contents of the subject, although in the methodological approaches section there is a brief mention to the use of authentic materials and literary works in the classroom to promote a holistic perspective of the language that develops intercultural awareness:

Se trabajará a partir de proyectos de aprendizaje para aprender la lengua extranjera desde una perspectiva holística que incluya la conciencia intercultural y que contribuya al trabajo cooperativo y colaborativo; se utilizarán canciones ...y obras literarias que despierten la curiosidad y motivación del alumno (D. 40/2022, p. 50144).

When analyzing the specific block of contents to teach for this level of Bachillerato, it can be seen how Block A, devoted to communication, mentions *literary* texts as part of the comprehension of written language in different contexts and literary

genres. It can be seen how the references to literature are minimum in these documents and there are no mentions of the implementation of literary texts as such in the EFL classroom. However, interculturality does have a great presence in the legislation, as there is even a specific set of contents, most concretely Block C, devoted for it where we can see that the approach given to it consists of using the foreign language as a means of communication between people and cultures and as a tool for personal and social enrichment (D. 40/2022, p.50153). In fact, in this block we can see how it mentions the use of literature to promote interculturality, which is what this proposal intends to do. Therefore, the contents selected to work with in this proposal are 4, 5, 14 and 16 from Block A, 1 and 3 from Block B and 3 and 4 from Block C (D.40/2022, p.50152-50154). This, along with the other curricular elements, such as the aims or the assessment criteria, can be seen in the general chart of the proposal (Appendix 17).

3.5 Competences

As dealt with in the previous section, the subject of English as a foreign language follows the current legislation. Therefore, when dealing with the acquisition of the different key and specific competences, this proposal is also based on the specifications of the curriculum. The activities proposed in the sessions are primarily intended both to develop English communication in students so they can use the language with fluency in varied situations, and to equip them with an intercultural knowledge which provides the skills and abilities required to interact and participate in intercultural situations of their daily lives. That situations are considered by the legislation on the Decreto 40/2022.

Having mentioned this, in this proposal the main key competences covered are the competence in linguistic communication, multilingual competence, digital competence, personal, social and learning to learn competence and the competence in cultural awareness and expression (RD. 243/2022, Art.16, p. 46065). The competence in linguistic communication will be fully covered as during all the sessions the students will be interacting effectively in the classroom using the English language, speaking not only with the teacher but also between them. Multilingual competence will be present as through their own experiences and the use of the foreign language they will discover intercultural aspects of other countries. The digital competence is also at stake during the development of some of the activities in which information and communication

technological tools will be used, always in a safe and efficient way and being critic and conscious of the possible dangers implied. Personal, social, and learning to learn competence is also considered in the sessions as learners will reflect on their own experiences, developing self-esteem and personal growth as they mediate on intercultural situations while they deal with multiple emotions and feelings. Finally, the competence in cultural awareness and expression is also covered, since students will learn how other cultures are reflected and expressed and will therefore comprehend, appreciate, value, and respect their artistic manifestations, in the case of this proposal in its literary form. Additionally, the specific competences which are at stake in this proposal are 1 (comprehension), 2 (production), 3 (interaction), and 6 (interculturality) (Decreto 40/2022, p.5013-5049). The distribution of the different specific competences in each of the sessions of the proposal can be seen in the individual charts of each of the lessons (Appendix 18).

3.6 Methodology

The predominant methodology when choosing and creating the activities of this proposal has been the communicative approach, fully developing the competence in linguistic communication as the sessions are founded on the principle that language should be put into practice in communicative situations to be successfully acquired. Therefore, the tasks proposed aim to provide students with real-daily life situations where they should use the foreign language as a vehicle to comprehend, mediate and communicate successfully. In most of the activities proposed the students will become active participants, giving the teacher a role of mediator of the tasks. At all times fluent oral production, rather than accurate pronunciation or grammatical correctness, will be the main concern to focus on, developing fluency and helping students to overcome the language barrier of the foreign language, as the proposal is mostly centered in prompting communication and not specific theoretical aspects of the language. From the literary teaching approaches that Lazar (1993) presents, the proposal is going to focus on literature as personal enrichment approach, as with it the cultural content will also be inevitably extracted from the texts. Following this model of teaching literature, the aims previously presented will be fully covered as students will grow personally while developing a taste for aesthetic reading.

The proposal has been organized in two different learning situations, one for each short story respectively, both presenting motivating and appealing activities, contextualized with the content of the readings, which will present challenges to the learners that they will overcome with the use of the foreign language. Both learning situations culminate with a small final task which the students must present to their classmates. To reach the necessary competences for the development of these final tasks, the task-based approach is the methodological approach followed, since the previous activities presented take the students a step closer towards the final projects. However, when distinguishing specific methodologies at stake in each of the individual activities, several have been used such as cooperative learning, in which students should communicate between them and cooperate with their classmates, or gamification, in which students learn and put their knowledge into practice through games.

3.7 Sessions

<u>Activity Number 1- Session Number 1</u>	
Title: “How much do you remember?”	
Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.	Type: Introductory Time: 10 minutes
Resources:	
<ul style="list-style-type: none"> • Mobile phones • Smartboard • Kahoot: https://create.kahoot.it/share/the-third-and-final-continent/6def2b56-0e8f-4d89-aa40-000e4d6137f1 	
Description:	
<p>The learners have been told to read the short story “The Third and Final Continent” by Jhumpa Lahiri for this session. To check if they have read the text, their reading comprehension, and their ability to perceive and analyze cultural themes in the narrative, they will complete a Kahoot quiz (Appendix 1). The Kahoot consists of 7 questions that can easily be answered if the text has been read carefully and thoughtfully.</p>	

Linguistic input: ¹	
<p>Hello, guys!! How are you today? Today we will start to work with the short story you were assigned to read “The Third and Final Continent” by Jhumpa Lahiri. We will be dealing with it for four sessions, and we will talk about different topics from the reading which revolve around culture, human relationships, recipes, traditions, immigration and so on.</p> <p>So, right now, before speaking of culture as such, we will start our lesson by playing a game. It is going to be a Kahoot to make sure that you read and understood all the content of the story. I think the questions are not very difficult, they are just to check how much you remember. However, if you took some notes when you were reading the story and you want to have them with you for the game, you are very welcome to do it.</p> <p>Okay, so now, as I know you all have your phones with you, you can take them out and search for Kahoot on Google. Once you are inside, you should introduce this numeric code to enter the game (the teacher points at the code in the smartboard). Once done, you should write your names, and only your names not any rude nicknames will be permitted, to access the game as a player.</p> <p>[...]</p> <p>Are we all inside? Yes! I can see that all of you are already inside the game as players! Okay, so let’s go for it! Each question will have 4 options for you to choose from and only one of them will be the right one, no more than one, some are a bit tricky so be careful... You will have 1 minute to solve each one. Are there any questions? Okay, great, so let’s go for the first one...</p> <p>The first job of the protagonist in America was as a...Professor, librarian, engineer, lawyer. Easy one I think...go for it...</p> <p>Okay, very good! You all got this one right, I think it was very easy, let’s keep going and see who wins.</p> <p>[The teacher proceeds in the same way with the 6 questions left]</p>	

<p><u>Activity Number 2- Session Number 1</u></p> <p>Title:</p> <p>“India vs America.”</p>	
<p>Classroom management: The students will work in groups of 3 or 4 people.</p>	<p>Type: Reinforcement</p>

¹ The linguistic *input* will only be provided for the first two activities of the proposal as a sample.

	<p>Cooperative written production: list elaboration. Time: 13 minutes</p>
<p>Resources:</p>	
<ul style="list-style-type: none"> • Short story “The Third and Final Continent” • Pen or pencil and students’ notebooks • Blackboard and chalk or smartboard 	
<p>Description:</p>	
<p>Once the Kahoot is finished. In this activity, by groups, students should go over the story (they will be allowed to have it with them) to create a comparative list of the Indian and the American traditions mentioned in the narrative. Once they have already elaborated their list, a brainstorming addressing the whole class will be made in the blackboard or smartboard to gather the ideas from all the different groups creating a common record of Indian and American traditions.</p>	
<p>Linguistic input:</p>	
<p>Very good, guys!! I’m very happy to see that you really read and remember what Lahiri’s story deals with. Okay, so now that the game is over, you are going to put your phones away and you are going to gather in groups of 3 or 4 people. Then, in your groups, as you have all read the short story, I want you to go over the Indian and American traditions that are mentioned in it. Make two different lists, one for the Indian ones and another for the American traditions and customs that you can find in the narrative. Of course, you can have the stories with you and use them to go over the passages you might need to reread to include as many traditions from each culture as you find or remember from the text.</p> <p>I’ll give you some time and then each group will read their lists aloud so we can comment them all together and create a common one in the blackboard with all your ideas. Okay, let’s go for it! Gather in your groups! I’ll be walking around just in case you need any help.</p> <p>[...]</p> <p>Great, boys, thank you very much. I hope you enjoyed this activity. Let’s move to the next one!</p>	

<u>Activity Number 3- Session Number 1</u>	
Title: “Choose your dish!”	
Classroom management: The students will be working in the same groups of 3 or 4 people from the previous activity.	Type: Reinforcement Time: 10 minutes
Resources:	
<ul style="list-style-type: none"> • Short story “The Third and Final Continent” • Tablets 	
Description:	
<p>In the story, many traditional Indian recipes are mentioned. For this activity, in the same groups from the previous task, students should go over the passages of the story where these foods are named (they will also be allowed to have the story with them) and select one different dish per group. The teacher will make sure the recipes are not repeated and that each group has a different one. Once the different recipes are distributed among the groups, they will research for information about them in their tablets. Some questions that they should find answers to are the following:</p> <ul style="list-style-type: none"> - How is it made? - What ingredients are needed for its elaboration? - In which situations or celebrations is it typically eaten? - What are its origins? 	

<u>Activity Number 4- Session Number 1</u>	
Title: “First steps.”	
Classroom management: The students will be working in the same groups of 3 or 4 people from the previous activity.	Type: Reinforcement Written production: planning, drafting and cooperative script elaboration. Time: 7 minutes
Resources:	
<ul style="list-style-type: none"> • Tablets • Students’ notebooks and pen or pencil 	

Description:
Once they have investigated about their selected Indian dishes, in this activity they should prepare a brief oral presentation gathering their findings.

<p><u>Activity Number 5- Session Number 1</u></p> <p>Title: “Putting our dishes in words.”</p>	
<p>Classroom management: The students will be working in the same groups of 3 or 4 people from the previous activity.</p>	<p>Type: Closing Oral production: performance of a rehearsed role. Time: 10 minutes</p>
Resources:	
<ul style="list-style-type: none"> • Scripts for presentations • Any additional materials for their presentations (images, objects etc.) 	
Description:	
In this closing activity each group will briefly present to the rest of the class their dish. The teacher will evaluate them with the assessment tool on Appendix 12.	

<p><u>Activity Number 1- Session Number 2</u></p> <p>Title: “What would you do if...?”</p>	
<p>Classroom management: The students will be working in the same groups of 3 or 4 people from the previous session.</p>	<p>Type: Introductory Time: 10 minutes</p>
Resources:	
<ul style="list-style-type: none"> • Worksheet with character testimonies: https://www.canva.com/design/DAGF95FxFas/-zDWICemakVEdP-sJR4tFg/edit?utm_content=DAGF95FxFas&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
Description:	

The students will continue working with the short story “The Third and Final Continent”, but this session will be specifically focused on the topic of immigration, which is central in Lahiri’s narrative as both protagonists must move to a new country where they should start their lives from scratch.

For this first activity, students will be divided in the same groups from the previous session and each one will receive a worksheet where the testimony of 3 different individuals who have recently moved to another country can be read (Appendix 2). Each character presents a different situation with specific problems they are facing when settling and adapting to the new culture and place. In their groups, students should discuss how they could help them, and they should get to an agreement on what advice to give them or what to suggest to them. Once they have discussed all the casuistries inside their groups, there will be a general debate where a spokesperson from each team will share with the rest of the class which conclusions they have reached to for each of the problems. As the groups will be formed of 3 or 4 students, the role of spokesperson can be rotative so that each member of the team can explain a different character in the worksheet.

Activity Number 2- Session Number 2

Title:

“Immigration Stories.”

Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.

Type: Reinforcement
Oral production and oral comprehension while listening.

Time: 16 minutes

Resources:

- Smartboard
- Video: <https://www.youtube.com/watch?v=87uUQcqGay8>

Description:

In this second activity, the students will watch a clip where different real immigrants tell their testimonies (Appendix 3). Once they have watched it, there will be a debate in the classroom which the teacher will guide making the students different questions dealing with the topic of the video. Pupils will talk about cultural themes such as leaving your home country, stablishing in a new land with a different culture to your native one, the case of refugees or starting from scratch. The students will also be asked to make a comparison between the experiences of the people in the video and the characters in

“The Third and Final Continent”. Moreover, during this discussion the teacher will also encourage learners to share any personal anecdote, experience, or story they know related with the topic of immigration.

Activity Number 3- Session Number 2

Title:
“In Mala’s shoes.”

Classroom management: The students will be working in the same groups of 3 or 4 people from previous activities.

Type: Reinforcement
Cooperative written
production: list elaboration.
Time: 13 minutes

Resources:

- Pen or pencil and students’ notebooks
- Blackboard and chalk or smartboard

Description:

In this activity students will have to imagine they are Mala, the female protagonist of “The Third and Final Continent”, and putting themselves in her shoes, they should create a for and against list of her reasons for moving to the United States. Once they have already elaborated their list, a brainstorming addressing the whole class will be made in the blackboard or smartboard to gather the ideas from all the different groups creating a common record of pros and cons of Mala’s immigration to Boston.

Activity Number 4- Session Number 2

Title:
“Mala’s diary.”

Classroom management: The students will be working in the same groups of 3 or 4 people from the previous activity.

Type: Reinforcement
Cooperative written
production: creative writing.
Time: 10 minutes

Resources:

- Pen or pencil and student’s notebooks

Description:

For this activity the students will have to continue imagining they are Mala, the female protagonist of the short story, and putting themselves in her shoes, in the same groups, they should write an entry of her personal diary expressing her thoughts and feelings. They will be able to choose between two different situations to write about; before her trip to Boston, or once already settled there. For each of the scenarios they should answer the four following questions:

a) Before her trip to Boston:

1. How does Mala feel before her trip to the United States?
2. What does she expect of this new country for her?
3. How does she imagine her life there?
4. What does she think of having to move to Boston?

b) Once settled in Boston:

1. What are her feelings once already living in this new country?
2. What has she found?
3. How is her life here, how is she dealing with the situation?
4. What does she think of her new life?

Activity Number 5- Session Number 2

Title:

“Mala’s diary entries.”

Classroom management: The students will be working in the same groups of 3 or 4 people from the previous activity.

Type:
Closing

Time: 1
minute

Resources:

- Diary entries

Description:

In this closing activity the students will hand in the diary entries to the teacher for assessment. The writings will be evaluated using the assessment tool on Appendix 13.

<u>Activity Number 1- Session Number 3</u>	
Title: “True or false?”	
Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.	Type: Introductory Time: 15 minutes
Resources:	
<ul style="list-style-type: none"> • Flashcards • Smartboard • Canva Presentation: https://www.canva.com/design/DAGGCaWM49M/JORcq8Fb_fL8cbKWC2regQ/edit?utm_content=DAGGCaWM49M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
Description:	
<p>The students will continue working with the short story “The Third and Final Continent”, but this session will be specifically focused on the topic of family, which in the narrative revolves around the relationships between the characters and the arranged marriage of the protagonists.</p> <p>This activity consists of a game in which the students will receive two different flashcards (Appendix 4), one green and one red one. The red one will stand for false and the green for true. The teacher will project a presentation (Appendix 5) with 10 different statements related with the family and the students must decide if they are true, or invented. The statements will include things like curious facts about marriages in other cultures, facts about wedding traditions, English idioms and expressions related with the family, pieces of news...</p> <p>After each of the statements is shown, students will have 3 seconds to decide what’s their opinion, and at the teacher’s count of three they will have to raise the card which shows their take. After the teacher reveals if the sentences are true or false, there will be a brief comment on the statements to start deepening into the cultural topic of the family.</p>	

<p><u>Activity Number 2- Session Number 3</u></p> <p>Title: “Building love.”</p>	
<p>Classroom management: The students will be working in the same groups of 3 or 4 people from the previous session.</p>	<p>Type: Reinforcement Information gap</p> <p>Time: 20 minutes</p>
<p>Resources:</p>	
<ul style="list-style-type: none"> Quotes from the story divided in pieces of paper: https://www.canva.com/design/DAGGgcpR7Qk/GqxGQT1ZCHohZRUqAajHXQ/edit?utm_content=DAGGgcpR7Qk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
<p>Description:</p>	
<p>For this activity students will be divided into the same groups from previous tasks and each one will receive 10 quotes from “The Third and Final Continent” divided in pieces of paper, so that each quote is read in a different piece of paper. All the quotes are about the emotions that the male protagonist is experiencing regarding his arranged marriage and towards his wife (Appendix 6). In their groups, the students should order the 10 quotes so that they show the evolution of the couple’s relationship since the moment they tell them they should get married until the end of the story. During this process the teacher will be moving around the groups, offering help to those who need it.</p> <p>Once all the groups think that they have got to the right order of the quotes, there will be a small discussion in the classroom, in which a spokesperson from each group will present to the rest of the classmates the order they have assigned to the quotes justifying their reasons. Then, the teacher will reveal the correct sequence and there will be a talk regarding the feelings the protagonists had towards their marriage, focusing especially on Mala, as the narrative does not offer her perspective on this matter.</p>	

<p><u>Activity Number 3- Session Number 3</u></p> <p>Title: “What’s up?”</p>	
<p>Classroom management: The students will be working in the pairs of the final task.</p>	<p>Type: Reinforcement</p>

	Cooperative written production: creative writing. Time: 7 minutes
Resources:	
None	
Description:	
For this activity students will be divided into the pairs with whom they will work for the final task. Cooperatively, they should invent the first WhatsApp conversation that the two protagonists could have had before knowing each other, in the moment they were told they must get married.	

<u>Activity Number 4- Session Number 3</u>	
Title: “Becoming actors.”	
Classroom management: The students will be working in the pairs of the final task.	Type: Reinforcement Written production: planning, drafting and cooperative script elaboration. Time: 7 minutes
Resources:	
<ul style="list-style-type: none"> • Written WhatsApp conversations • Students’ notebooks and pen or pencil 	
Description:	
Using the WhatsApp conversations that they have written in the previous activity as a model, students should prepare a role play of the first in-person encounter or interaction between the protagonists to later perform it in front of their classmates.	

<u>Activity Number 5- Session Number 3</u>	
Title: “We’ll catch up later...”	
Classroom management: The students will be working in the pairs of the final task.	Type: Closing Time: 1 minute
Resources:	
None	
Description:	
During the last minute of this session, students will be reminded that their representations will take place during next session and that their role-plays will be assessed by the teacher as their final task of the sessions devoted to “The Third and Final Continent”.	

<u>Activity Number 1- Session Number 4</u>	
Title: “And the Oscar goes to...”	
Classroom management: The students will be working in the pairs of the final task.	Type: Final Task Oral production: performance of a rehearsed role. Time: 30 minutes
Resources:	
<ul style="list-style-type: none"> Any additional materials for the representations (images, objects etc.) 	
Description:	
The students in pairs will perform their role plays to the rest of their classmates. The teacher will evaluate this final task using the assessment tool on Appendix 14.	

<u>Activity Number 2- Session Number 4</u>	
Title: “How well did they do?”	
Classroom management: The students will be working in the pairs of the final task.	Type: Closing Time: 20 minutes
Resources:	
<ul style="list-style-type: none"> Assessment worksheet: https://www.canva.com/design/DAGGgr2xiaA/NytP5qcPyc-vD1dRaIPt0g/edit?utm_content=DAGGgr2xiaA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
Description:	
<p>After all the representations have taken place, the students will have to assess their classmates’ role plays. For this purpose, the teacher will hand in to each of the pairs an assessment worksheet (Appendix 7), where they will see a checklist and the number of each pair in the order they have acted so they do not get lost. They will have some minutes to talk with their pairs, share their opinions and get to an agreement on what to evaluate their classmates, who have just performed, by following the statements on the checklist given. Once all the pairs have completed the worksheet, there will be time for learners to comment on the different actings and to give individual feedback to each pair.</p> <p>With this activity the sessions devoted to “The Third and Final Continent” will be finished.</p>	

<u>Activity Number 1- Session Number 5</u>	
Title: “You’ve been Baamboozled.”	
Classroom management: The students will work in two different groups.	Type: Opening Time: 10 minutes
Resources:	
<ul style="list-style-type: none"> Smartboard Baamboozle: https://www.baamboozle.com/game/2350127 	
Description:	

The learners have been told to read the short story “The Ottawa Valley” for this session. To check if they have read the text, their reading comprehension, and their ability to perceive and analyze cultural themes in the narrative, they will undergo a Baamboozle. (Appendix 8). For this game, they will be divided into two groups and on the smartboard, they will see a slide with 6 different cards. Each card has a question behind it, which can easily be answered if the text has been read carefully and thoughtfully. Each round one member of each group will choose a number and answer the question behind it; however, the rest of the members of the team can also help him or her as the points will go for the whole team. They can decide the answer as a group or elaborate a common opinion giving arguments, as there are also open questions with more than one valid answer. If one group fails the question, they lose the points, and the next group answers a different one.

<u>Activity Number 2- Session Number 5</u>	
Title: “What do you know about Ottawa’s Valley?”	
Classroom management: The students will work in pairs.	Type: Reinforcement Written production Time: 10 minutes
Resources:	
<ul style="list-style-type: none"> Worksheets of the Valley: https://www.canva.com/design/DAGGELLNv9U/C5deGtSDmh-r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
Description:	
<p>Once the Baamboozle has finished, in this activity, by pairs, students should reflect on what they know of Ottawa’s Valley and its neighbors after reading the story. They will be given a worksheet where some categories regarding aspects from the Valley have already been given by the teacher (Appendix 9). The categories provided are three: “Family tree of the characters”, “Rural and traditional customs” and “Manner and character of the inhabitants”. The students will have to complete these sections with the ideas that they have after reading Munro’s narrative. These ideas will serve them for the subsequent oral discussion regarding the short story, where they might use some of the information on their worksheets.</p>	

<u>Activity Number 3- Session Number 5</u>	
Title: “Let’s talk about identity...”	
Classroom management: The students are sitting in their places and the teacher addresses the students individually.	Type: Reinforcement Oral production Time: 15 minutes
Resources:	
<ul style="list-style-type: none"> Worksheets of the Valley: https://www.canva.com/design/DAGGELLNv9U/C5deGtSDmh-r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	
Description:	
<p>Once the worksheets have been completed and the students have reflected on the Valley, its traditions, its rural life there, and the cultural identity of its inhabitants, there will be an oral discussion which the teacher will guide making the students different questions dealing with topics related with the story. Pupils will talk about cultural themes such as gender roles in rural societies, familiar relationships; especially those between mothers and their children, or the sense of identity in relationship with Ottawa’s Valley.</p> <p>During this discussion the teacher will also encourage learners to share any personal anecdote, experience, or story they know related with the topic of a rural community and its feeling of belonging in relation with cultural identity.</p>	

<u>Activity Number 4- Session Number 5</u>	
Title: “Guiding the debate.”	
Classroom management: The students will work in two different groups.	Type: Reinforcement Cooperative written production: list elaboration, planning, drafting and cooperative script elaboration. Time: 7 minutes
Resources:	
<ul style="list-style-type: none"> Worksheets of the Valley: https://www.canva.com/design/DAGGELLNv9U/C5deGtSDmh-r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	

r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Description:
<p>With the ideas from the previous discussion in mind, and the aid of their worksheets of the Valley, the students will be divided into two groups to prepare an oral debate that will take place in the following activity. The debate will revolve around the question: “Is cultural identity in Ottawa’s Valley static or dynamic?”. Each of the groups will be in favor of one position, a static cultural identity in the Valley and a dynamic one respectively. Therefore, to properly prepare the subsequent debate, each of the groups will have to write a list of reasons to defend their position and to prepare their interventions, devoting some time to think and plan how they will defend their arguments.</p>

<p><u>Activity Number 5- Session Number 5</u></p> <p>Title:</p> <p>“Is cultural identity in Ottawa’s Valley static or dynamic?”</p>	
<p>Classroom management: The students will work in two different groups.</p>	<p>Type: Closing Oral production Time: 8 minutes</p>
Resources:	
<ul style="list-style-type: none"> • Scripts for debate 	
Description:	
<p>The debate arguing whether cultural identity in Ottawa’s Valley is static or dynamic will take place with the teacher as its moderator, guiding the students’ interventions.</p>	

<p><u>Activity Number 1- Session Number 6</u></p> <p>Title:</p> <p>“Diving into the iceberg.”</p>	
<p>Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.</p>	<p>Type: Introductory Time: 5 minutes</p>
Resources:	

<ul style="list-style-type: none"> • Smartboard • Worksheets of the Valley: https://www.canva.com/design/DAGGELLNv9U/C5deGtSDmh-r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
<p>Description:</p>
<p>The students will continue working with the short story “The Ottawa Valley”, but this session will be specifically focused on the characters and the double narrative point of view used by Munro to narrate the story.</p> <p>This activity will consist of a brief recap of what students know and remember from the characters in the story. For this, they will have the aid of the worksheets of the Valley they completed in the previous session, as some of the categories given included some ideas like manners or familiar relationships that could be useful to describe the characters of the Valley and the main cultural aspects which represent them.</p> <p>Once briefly reviewed what students remember from the characters, the teacher will explain the cultural metaphor of the iceberg, making pupils understand how when approaching to someone it’s important not to fall into prejudices and stereotypes (as it happens to the protagonists of the story with some neighbors of the Valley) as they will be missing the true essence of their culture staying on the surface of the “iceberg”. The teacher will insist on the need to explore inner values like the ones seen on the worksheet (interpersonal relations, manners, or deep-rooted traditions) and to bear in mind being respectful and valuing different cultures besides our own one.</p>

<p><u>Activity Number 2- Session Number 6</u></p> <p>Title: “Mind the map.”</p>	
<p>Classroom management: The students will work in pairs.</p>	<p>Type: Reinforcement Written production Time: 10 minutes</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Short story “The Ottawa Valley” • Worksheets with mind map: https://www.canva.com/design/DAGGEGhhWuw/80ESa4OhvdfmVt8IFbrZtw/edit?utm_content=DAGGEGhhWuw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 	

Description:

Once understood the metaphor of the iceberg, in this activity, by pairs, students should reflect on the inner values of the characters of the story. They will be given a worksheet with a mind map with the name of the two protagonists conforming the narrative points of view in the story, this is the mother and the daughter (Appendix 10). The mind map contains four categories for each character: “Feelings and emotions”, “Experiences”, “Believes” and “Memories”. The students will be allowed to have the short story with them in case they need to go over some of its passages to complete these sections with the ideas which best describe the aspects given for the mother and the daughter in the narrative. Moreover, they should add one more category to the mind map, it should be one common category for both characters that they should complete in the blank space provided for it.

Activity Number 3- Session Number 6

Title:

“How do you see it...?”

Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.

Type: Reinforcement:
Oral production
Time: 5 minutes

Resources:

- Short story “The Ottawa Valley”

Description:

The passage from “The Ottawa Valley” in which the daughter asks her mother whether she will be ill, and she does not answer her is crucial in the narrative, as it advances what will later happen. However, different readings could be given to it. In the class, the passage will be read again and there will be a brief discussion regarding the different interpretations that students give to it. The teacher will act as a moderator guiding this discussion with different questions and making sure that students participate giving their opinion on the scene.

<u>Activity Number 4- Session Number 6</u>	
Title: “Writing the future.”	
Classroom management: The students work individually.	Type: Reinforcement Written production: creative writing Time: 20 minutes
Resources:	
<ul style="list-style-type: none"> • Worksheet with mind map https://www.canva.com/design/DAGGEGhhWuw/80ESa4OhvdfmVt8lFbrZtw/edit?utm_content=DAGGEGhhWuw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton • Short story “The Ottawa Valley” • Students’ notebooks and pen or pencil 	
Description:	
<p>After discussing this important passage in the story, for this activity the students will have to rewrite the scene. In this case they will have to narrate it from the mother’s point of view instead of from the daughter’s one, as Munro does. They will be allowed to have the story with them, in case they need to read the passage while rewriting it, as well as the worksheet which they have completed with the mind map, as they should also consider the mother’s inner values to deepen into her mind and narrate from her point of view.</p>	

<u>Activity Number 5- Session Number 6</u>	
Title: “Reading our story.”	
Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.	Type: Closing Time: 10 minutes
Resources:	
<ul style="list-style-type: none"> • Rewritten passages 	
Description:	

In this closing activity the students will share their rewritten passages with the rest of their classmates by reading their texts aloud. If there is not enough time, only some of them will present their writings.

<u>Activity Number 1- Session Number 7</u>	
Title: “Let’s talk about feelings...”	
Classroom management: The students are sitting in their places and the teacher addresses the class as a whole.	Type: Introductory Time: 15 minutes
Resources:	
None	
Description:	
<p>The students will continue working with the short story “The Ottawa Valley”, but this session will be specifically focused on the topic of memories, homesickness, and nostalgia, which is central in the narrative as both protagonists must go over these feelings when remembering the life of the mother in the Valley.</p> <p>For this first activity, there will be a brief discussion in the classroom which the teacher will guide making the students different questions regarding the topic. Pupils will talk about the importance of memories and nostalgia in the story and how do the protagonists deal with it, especially the daughter. The teacher will also encourage learners to share any personal anecdote, experience, or story they know related with the topic of memories from a childhood place.</p>	

<u>Activity Number 2- Session Number 7</u>	
Title: “I did my research!”	
Classroom management: The students will be working in the groups of the final task.	Type: Reinforcement Time: 20 minutes
Resources:	
<ul style="list-style-type: none"> • Tablets 	

Description:

Once the topic has been briefly commented, students will gather in groups of 3 or 4 people which will be the ones they will be working in for this final task. In their groups, they will research for information using their tablets to deepen more into the topic of this session. Their findings should give answer at least to the two following questions:

- How does the brain work with memories?
- How are memories related with emotions and with which feelings are they associated?

Activity Number 3- Session Number 7

Title:
“Making it visual!”

Classroom management: The students will be working in the groups of the final task.

Type: Reinforcement
Written production: planning, drafting and cooperative script elaboration.
Time: 14 minutes

Resources:

- Tablets
- Canva
- Pen or pencil and students’ notebooks

Description:

Once they have investigated about the topic, in this activity they should prepare a visual poster on Canva summarizing their findings which they will later present to the rest of the group as a final task. This oral presentation will be assessed as their final task, but the Canvas they will create will also be handed to the teacher for evaluation as part of the process. For the evaluation of this process the teacher will use the assessment tool provided in Appendix 15.

Activity Number 4- Session Number 7

Title:
“We’ll be back in 5...”

Classroom management: The students will be working in the groups of the final task.

Type: Closing
Time: 1 minute

Resources:
None
Description:
During the last minute of this session, students will be reminded that their presentations will take place during next session and that the Canvas that they have cooperatively created for the exposition must be handed to the teacher for assessment before the presentations.

<u>Activity Number 1- Session Number 8</u>	
Title: “Feeling nostalgic!”	
Classroom management: The students will be working in the groups of the final task.	Type: Final Task Oral production: performance of a rehearsed role. Time: 30 minutes
Resources:	
<ul style="list-style-type: none"> • Scripts for presentations • Smartboard • Canva 	
Description:	
The students in their groups will present their Canvas to the rest of their classmates. The teacher will evaluate the oral presentation with the assessment rubric on Appendix 16.	

<u>Activity Number 2- Session Number 8</u>	
Title: “How well did I do?”	
Classroom management: The students will be working individually.	Type: Closing Time: 20 minutes
Resources:	

- Assessment worksheet:

https://www.canva.com/design/DAGGgkyYwIQ/gy2PF9B4KusO3UBcXXTmuA/edit?utm_content=DAGGgkyYwIQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Description:

After all the presentations have taken place, the students will have to assess their own contribution inside their groups in this final task. For this purpose, the teacher will hand each of them an assessment worksheet (Appendix 11), where they will see a set of statements with different frequency adverbs. For each statement given, they should select the one which best represents their work.

Once all the students have completed the worksheet, there will be time for learners to comment on the different presentations and to give individual feedback to each group.

With this activity the sessions devoted to “The Ottawa Valley”, and therefore the didactic proposal will be finished.

3.8 Assessment

This lesson proposal will be assessed following the legal guidelines established in the Article 20 of the Real Decreto 243/2022 and the Article 31 of the Decreto 40/2022 where it states that assessment of the students in this stage of Bachillerato should be of a continuous nature (RD 243/2022, Art 20. 1, p.46056 & D.40/2022, Art.31.1, p.49568). Therefore, not only the final tasks will be taken into consideration for students’ evaluation, but also the rest of activities, such as oral presentations or writings, conforming the proposal. These activities will be continuously assessed by corrections or observations since learners will be receiving constant feedback during the development of all the proposal to grow both personally and academically. As it can be seen in Annexes, diverse and varied assessment tools will be employed systematically and continuously along the sessions to guarantee the objectivity required from the evaluation process. The rubric was the main assessment tool contemplated to assess both final tasks (Appendixes 14, 15 and 16) and other key activities which were part of the proposal (Appendixes 12 and 13).

Besides the teacher's assessment, pupils' participation in their own evaluation and their peers will be at stake, as both final tasks will also be peer and self-assessed respectively by students themselves with the evaluation tools provided by the teacher (Appendixes 7 and 11). Through these evaluation methods, the teacher can receive feedback from the learners and know their opinions regarding their classmates' presentations, how they personally felt when doing the tasks and how they responded to them. This is essential as the teacher must not only assess the learning process of the students but also the own teaching practice, to make a self-reflection of the implemented proposal, see its strengths and weaknesses and reflect on how to improve it for further occasions. Lastly, it is important to mention that all the assessment tools and resources used in this proposal are flexible to be adapted attending to the diversity of the students in case of specific learning needs or rhythms, adjusting the materials and the assessment criteria, and assisting the students if needed.

4. CONCLUSIONS

As it has been seen through this dissertation, the introduction of literature in the form of short stories in the EFL classroom proves not only to be beneficial but also successful to develop the linguistic competence in English language. The main reason for affirming this, relies on the fact that students find the genre appealing, as it deals with concerns, experiences, themes, and problems close to their daily life, thus making them feel identified with the characters in the stories. Therefore, the didactic proposal presented allows students to participate, making connections, expressing their opinions, comparing, contrasting, debating and all in all making learners adopt a participative and positive attitude towards the activities proposed. Moreover, as the sessions deal with cultural themes, students will be able to widen their cultural mindset developing ICC when having to reflect on the varied intercultural issues presented. Consequently, it can be said that this proposal makes students the center of the reading process, transforming them into active receivers of the texts, who are expected not only to read but also to reflect on what they are given, being the main beneficiaries of literature's personal and cultural enrichment. As a result of this established relationship between the learners and the texts, students will develop their linguistic, communicative, intercultural, literary and intellectual competence, fulfilling all the aims of this dissertation.

As any other didactic proposal, this one has its own strengths and weaknesses. Among its possible limitations when implementing it into a real classroom, time distribution might be found, as most of the activities probably need a longer duration to be properly developed. Nevertheless, this depends on the learning rhythms and the specific needs of each of the learners conforming the group, and therefore is flexible to be adapted by the teacher. When dealing with its strengths, it can be said that this proposal perfectly deals with the development of an intercultural awareness, dealing with contemporary topics and consequently promoting personal growth in the students. Therefore, the implementation of this proposal defends the idea that literature is indeed a useful source of knowledge in the EFL classroom that does not only serve to learn vocabulary and grammar but also to promote communication and to work with intercultural topics that are not usually included in the EFL subject's curriculum.

In conclusion, this dissertation and its didactic proposal proves the importance of reading and the benefits of including literature in the EFL classroom. The didactic

proposal deals with interculturality developing ICC in students through the literary genre of short stories demonstrating that it motivates and appeals to students' tastes and interests when texts are correctly.

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6.ANNEXES

Appendix 1 – Materials Session 1 Activity 1: “How much do you remember...?”

<https://create.kahoot.it/share/the-third-and-final-continent/6def2b56-0e8f-4d89-aa40-000e4d6137f1>



Appendix 2 – Materials Session 2 Activity 1: “What would you do if...?”

https://www.canva.com/design/DAGF95FxFas/-zDWICemakVEdP-sJR4tFg/edit?utm_content=DAGF95FxFas&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 3 – Materials Session 2 Activity 2: “Immigration Stories”

<https://www.youtube.com/watch?v=87uUQcqGay8>

Appendix 4 – Materials Session 3 Activity 1: “True or false?”



Appendix 5 – Materials Session 3 Activity 1 “True or false?”

https://www.canva.com/design/DAGGCaWM49M/JORcq8Fb_fL8cbKWC2regQ/edit?utm_content=DAGGCaWM49M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 6 – Materials Session 3 Activity 2: “Building love”

https://www.canva.com/design/DAGGgcpR7Qk/GqxGQT1ZCHohZRUqAajHXQ/edit?utm_content=DAGGgcpR7Qk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 7 -Materials Session 4 Activity 2: “How well did they do?”

https://www.canva.com/design/DAGGgr2xiaA/NytP5qcPyc-vD1dRaIPt0g/edit?utm_content=DAGGgr2xiaA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 8 – Materials Session 5 Activity 1: “You’ve been Baamboozled”

<https://www.baamboozle.com/game/2350127>

Appendix 9 – Materials Session 5 Activity 2: “What do you know about Ottawa’s Valley?”

https://www.canva.com/design/DAGGELLNv9U/C5deGtSDmh-r8Nt0BC5pag/edit?utm_content=DAGGELLNv9U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 10 – Materials Session 6 Activity 2: “Mind the map”

https://www.canva.com/design/DAGGEGhhWuw/80ESa4OhvdfmVt8IFbrZtw/edit?utm_content=DAGGEGhhWuw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 11 -Materials Session 8 Activity 2: “How well did I do?”

https://www.canva.com/design/DAGGgkyYwIQ/gy2PF9B4KusO3UBcXXTmuA/edit?utm_content=DAGGgkyYwIQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 12 – Assessment Session 1 Activity 4: “Putting our dishes in words.”

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
<p>1.3.1</p> <p>The student uses digital tools to search, compare and select information completing the task successfully.</p>	<p>The student shows outstanding skills using digital tools to search, compare and select information completing the task successfully.</p>	<p>The student shows high skills using digital tools to search, compare and select information completing the task accurately.</p>	<p>The student shows basic skills using digital tools to search, compare and select information completing the task.</p>	<p>The student shows a lack of skills using digital tools to search, compare and select information completing the task poorly.</p>
<p>2.1.1</p> <p>The student produces oral texts fulfilling the aim of informing about the Indian recipe.</p>	<p>The student produces perfectly structured oral texts of considerable length fulfilling the aim of informing about the Indian recipe.</p>	<p>The student produces well-structured oral texts of medium length fulfilling the aim of informing about the Indian recipe.</p>	<p>The student produces not so well-structured oral texts of medium length partly fulfilling the aim of informing about the Indian recipe.</p>	<p>The student produces non-structured oral texts of short length not fulfilling the aim of informing about the Indian recipe.</p>

<p>3.1.2</p> <p>The student actively presents the Indian recipe interacting and engaging with the class.</p>	<p>The student actively presents the Indian recipe interacting and engaging with the class during the whole presentation.</p>	<p>The student actively presents the Indian recipe interacting and engaging with the class during most of the presentation.</p>	<p>The student presents the Indian recipe interacting and engaging with the class at some moments of the presentation.</p>	<p>The student presents the Indian recipe without interacting and engaging with the class during the presentation.</p>
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Appendix 13 – Assessment Session 2 Activity 5 “Mala’s diary entries”

	<p>MAXIMUM LEVEL OF ACHIEVEMENT</p>	<p>HIGH LEVEL OF ACHIEVEMENT</p>	<p>SUFFICIENT LEVEL OF ACHIEVEMENT</p>	<p>INSUFFICIENT LEVEL OF ACHIEVEMENT</p>
<p>COMMUNICATIVE ACHIEVEMENT</p>	<p>The student’s writing perfectly gets to target reader perfectly covering the purpose of the task expressing Mala’s thoughts and feelings. The style is always suitable, and all the information given is clear.</p>	<p>The student’s writing mostly gets to target reader mostly covering the purpose of the task expressing Mala’s thoughts and feelings. The style is mostly suitable and most of the information given is clear.</p>	<p>The student’s writing occasionally gets to target reader covering a small part of the purpose of the task expressing few of Mala’s thoughts and feelings. The style is suitable occasionally and some of the information given is clear.</p>	<p>The student’s writing doesn’t get to target reader without covering the purpose of the task expressing none of Mala’s thoughts and feelings. The style is always inappropriate, and all the information given is unclear and messy.</p>

CONTENT	All the written information is relevant, and it answers the 4 questions given.	Most of the written information is relevant, and 3 of the 4 questions given are answered.	Few of the written information is relevant and 1 or 2 of the 4 questions given are answered.	No relevant information is written and none of the questions given are answered.
LANGUAGE	The student uses a perfect range of vocabulary (including passives, conditionals, high expressions, and elevated grammar), avoiding basic words and repetitions.	The student uses a good range of vocabulary (including conditionals, high expressions, and elevated grammar), occasionally repeating basic words.	The student uses a low range of vocabulary tending to repeat basic words.	The student doesn't use a range of vocabulary repeating basic words.
ORGANISATION	Ideas are perfectly linked using connectors and organized into paragraphs, including an opening and a closing.	Most of the ideas are linked using connectors and organized into paragraphs, including an opening and a closing.	Few of the ideas are linked using few connectors and organized into few paragraphs, with no opening or closing.	Ideas are not linked, there are no paragraphs and no opening or closing.

Appendix 14 - Assessment Session 4 Final Task “And the Oscar goes to...”

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
<p>2.1.2</p> <p>The student produces dialogues fulfilling the aim of performing a realistic role play.</p>	<p>The student produces perfectly structured dialogues of considerable length fulfilling the aim of performing a realistic role play.</p>	<p>The student produces well-structured dialogues of medium length fulfilling the aim of performing a realistic role play.</p>	<p>The student produces not so well-structured dialogues of medium length partly fulfilling the aim of performing a realistic role play.</p>	<p>The student produces non-structured dialogues of short length not fulfilling the aim of performing a realistic role play.</p>
<p>3.1.1</p> <p>The student exchanges information related to the activity’s content while working with peers.</p>	<p>The student exchanges information very clearly related to the activity’s content without making mistakes while working with peers.</p>	<p>The student exchanges information clearly related to the activity’s content committing few mistakes while working with peers.</p>	<p>The student exchanges information related to the activity’s content committing some mistakes while working with peers.</p>	<p>The student does not exchange information related to the activity’s content while working with peers.</p>
<p>6.2.1</p> <p>The student understands all the implications of culture, not only</p>	<p>The student perfectly understands all the implications of culture, not</p>	<p>The student understands most of the implications of culture, not only</p>	<p>The student understands some of the implications of culture, not only</p>	<p>The student does not understand the implications of culture, only focusing on the</p>

focusing on the basic aspects of it.	only focusing on the basic aspects of it.	focusing on the basic aspects of it.	focusing on the basic aspects of it.	basic aspects of it.
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Appendix 15- Assessment of the process of Session 8 Final Task “Feeling nostalgic!”

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
<p>1.3.1</p> <p>The student uses digital tools to search, compare and select information completing the task successfully.</p>	<p>The student shows outstanding skills using digital tools to search, compare and select information completing the task successfully.</p>	<p>The student shows high skills using digital tools to search, compare and select information completing the task accurately.</p>	<p>The student shows basic skills using digital tools to search, compare and select information completing the task.</p>	<p>The student shows a lack of skills using digital tools to search, compare and select information completing the task poorly.</p>
<p>2.3.2</p> <p>The student uses digital tools to design and create an online poster.</p>	<p>The student shows outstanding skills using digital tools to design and create an online poster successfully.</p>	<p>The student shows high skills using digital tools to design and create an online poster accurately.</p>	<p>The student shows basic skills using digital tools to design and create an online poster.</p>	<p>The student shows a lack of skills using digital tools to design and create an online poster poorly.</p>

<p>3.1.1</p> <p>The student exchanges information related to the activity's content while working with peers.</p>	<p>The student exchanges information very clearly related to the activity's content without making mistakes while working with peers.</p>	<p>The student exchanges information clearly related to the activity's content committing few mistakes while working with peers.</p>	<p>The student exchanges information related to the activity's content committing some mistakes while working with peers.</p>	<p>The student does not exchange information related to the activity's content while working with peers.</p>
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Appendix 16 - Assessment Session 8 Final Task “Feeling nostalgic!”

CAN-DO STATEMENTS	MAXIMUM LEVEL OF ACHIEVEMENT	HIGH LEVEL OF ACHIEVEMENT	SUFFICIENT LEVEL OF ACHIEVEMENT	INSUFFICIENT LEVEL OF ACHIEVEMENT
<p>2.1.3</p> <p>The student produces oral texts fulfilling the aim of informing about the topic of memories.</p>	<p>The student produces perfectly structured oral texts of considerable length fulfilling the aim of informing about the topic of memories.</p>	<p>The student produces well-structured oral texts of medium length fulfilling the aim of informing about the topic of memories.</p>	<p>The student produces not so well-structured oral texts of medium length partly fulfilling the aim of informing about the topic of memories.</p>	<p>The student produces non-structured oral texts of short length not fulfilling the aim of informing about the topic of memories.</p>

<p>2.4.2</p> <p>The student adapts to the communicative context considering the public and expressing clear statements and/or ideas related with the topic of memories.</p>	<p>The student perfectly adapts to the communicative context considering the public and expressing perfectly clear statements and/or ideas related with the topic of memories.</p>	<p>The student adapts well to the communicative context considering the public and expressing partly clear statements and/or ideas related with the topic of memories.</p>	<p>The student partially adapts to the communicative context considering the public and expressing slightly clear statements and/or ideas related with the topic of memories</p>	<p>The student barely adapts to the communicative context without considering the public and without expressing clear statements and/or ideas related with the topic of memories.</p>
<p>3.1.3</p> <p>The student actively presents the poster interacting and engaging with the class.</p>	<p>The student actively presents the poster interacting and engaging with the class during the whole presentation.</p>	<p>The student actively presents the poster interacting and engaging with the class during most of the presentation.</p>	<p>The student presents the poster interacting and engaging with the class at some moments of the presentation.</p>	<p>The student presents the poster without interacting and engaging with the class during the presentation.</p>

Appendix 17 – General Chart of the Proposal

Level: Bachillerato	Level/ course: 1º	Time: 8 sessions
Aims: d,f,g, k		
<p>Key Competences</p> <p>CCL, CP, CD, CPSAA, CCEC</p>	<p>Specific Competences</p> <p>SC1, SC2, SC3, SC6</p>	
<p>Contents</p> <p>A.4 A.5 A.14 A.16 B.1 B.3 C.3 C.4</p>		<p>Assessment Criteria</p> <p>1.1 1.3 2.1 2.3 2.4 3.1 3.2 6.1 6.2</p>

<p>Learning situation 1</p> <p>“The Third and Final Continent” (3 sessions)</p>	<p>Final Task</p> <p>And the Oscar goes to...</p>	<p>Learning situation 2</p> <p>“The Ottawa Valley” (3 sessions)</p>	<p>Final Task</p> <p>Feeling nostalgic!</p>				
<p>Activities per session</p>							
<p><u>Session 1: “Indian traditions and food”</u></p> <ol style="list-style-type: none"> 1. “How much do you remember?” 2. “India vs America” 3. “Choose your dish!” 4. “First steps.” 5. “Putting our dishes in words.” 	<p><u>Session 2: “Immigration”</u></p> <ol style="list-style-type: none"> 1. “What would you do if...?” 2. “Immigration Stories.” 3. “In Mala’s shoes.” 4. “Mala’s diary.” 5. “Mala’s diary entries.” 	<p><u>Session 3: “Familiar relations”</u></p> <ol style="list-style-type: none"> 1. “True or false?” 2. “Building love.” 3. “What’s up?” 4. “Becoming actors.” 5. “We’ll catch up later.” 	<p><u>Session 4: “Lights, camera, action!”</u></p> <ol style="list-style-type: none"> 1. FINAL TASK: “And the Oscar goes to...” 2. “How well did they do?” 	<p><u>Session 5:” Cultural identity in the Valley”</u></p> <ol style="list-style-type: none"> 1. “You’ve been Baamboozled.” 2. “What do you know about Ottawa’s Valley?” 3. “Let’s talk about identity...” 4. “Guiding the debate.” 5. “Is cultural identity in Ottawa’s Valley static or dynamic?” 	<p><u>Session 6:” Narrative points of view”</u></p> <ol style="list-style-type: none"> 1. “Diving into the iceberg.” 2. “Mind the map.” 3. “How do you see it...?” 4. “Writing the future.” 5. “Reading our story.” 	<p><u>Session 7: “The power of memories”</u></p> <ol style="list-style-type: none"> 1. “Let’s talk about feelings...” 2. “I did my research!” 3. “Making it visual!” 4. “We’ll be back in 5...” 	<p><u>Session 8: “Presentation time”</u></p> <ol style="list-style-type: none"> 1. FINAL TASK: “Feeling nostalgic!” 2. “How well did I do?”

Attention to diversity: none

Appendix 18 – Chart of each Session

Session 1: “Indian traditions and food”	
<p>Specific competences</p> <p>SC1 SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>1.1.2 The student comprehends the meaning of the text using critical thinking.</p> <p>1.3.1 The student uses digital tools to search, compare and select information completing the task successfully.</p> <p>2.1.1 The student produces oral texts fulfilling the aim of informing about the Indian recipe.</p> <p>3.1.1 The student exchanges information related to the activity’s content while working with peers.</p> <p>3.1.2 The student actively presents the Indian recipe interacting and engaging with the class.</p> <p>6.1.1 The student compares and builds links and bonds between cultures and shows total respect for them.</p>

Contents (of the subject and cross curricular)	Activities / tasks
<p>A.4 A.5 A.14 A.16 B.1 C.3 C.4</p>	<p>ACTIVITY 1 (INTRODUCTORY): “How much do you remember?”</p>
<p>1. In all subjects of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 9, D40/2022)</p>	<p>ACTIVITY 2 (REINFORCEMENT): “India vs America”</p>
<p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence,</p>	<p>ACTIVITY 3 (REINFORCEMENT): “Choose your dish!”</p>
	<p>ACTIVITY 4 (REINFORCEMENT): “First steps.”</p>

<p>management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	
	<p>ACTIVITY 5 (CLOSING): “Putting our dishes in words.”</p>

Session 2: “Immigration”	
<p>Specific competences</p> <p>SC1 SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>1.1.1 The student comprehends the meaning of the video gathering its mainideas.</p> <p>1.1.2 The student comprehends the meaning of the text using critical thinking.</p> <p>2.3.1 The student cooperates to create coherent texts suitable to the communicative situation.</p> <p>3.1.1 The student exchanges information related to the activity’s content while working with peers.</p> <p>3.2.1 The student initiates communication, summarizing, comparing, contrasting, and debating.</p> <p>6.1.1 The student compares and builds links and bonds between cultures and shows total respect for them.</p>

Contents (of the subject and cross curricular)	Activities / tasks
<p>A.4 A.5 B.1 C.3</p>	<p>ACTIVITY 1 (INTRODUCTORY): “What would you do if...?”</p>
<p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 2 (REINFORCEMENT): “Immigration Stories.”</p>
	<p>ACTIVITY 3 (REINFORCEMENT): “In Mala’s shoes”</p>
	<p>ACTIVITY 4 (REINFORCEMENT): “Mala’s diary.”</p>
	<p>ACTIVITY 5 (CLOSING): “Mala’s diary entries.”</p>

Session 3: “Familiar relations”	
<p>Specific competences</p> <p>SC1 SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>1.1.2. The student comprehends the meaning of the text using critical thinking.</p> <p>2.3.1. The student cooperates to create coherent texts suitable to the communicative situation.</p> <p>3.1.1 The student exchanges information related to the activity’s content while working with peers.</p> <p>3.2.1 The student initiates communication, summarizing, comparing, contrasting, and debating.</p> <p>6.1.1 The student compares and builds links and bonds between cultures and shows total respect for them.</p>

<p>Contents (of the subject and cross curricular)</p>	<p>Activities / tasks</p>
<p>A.4 A.5 B.1 C.3 C.4</p>	<p>ACTIVITY 1 (INTRODUCTORY): “True or false?”</p>
<p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 2 (REINFORCEMENT): “Building love.”</p>
	<p>ACTIVITY 3 (REINFORCEMENT): “What’s up?”</p>
	<p>ACTIVITY 4 (REINFORCEMENT): “Becoming actors.”</p>
	<p>ACTIVITY 5 (CLOSING): “We’ll catch up later...”</p>

Session 4: “Lights, camera, action!”	
<p>Specific competences</p> <p>SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>2.1.2. The student produces dialogues fulfilling the aim of performing a realistic role play.</p> <p>3.1.1 The student exchanges information related to the activity’s content while working with peers.</p> <p>6.2.1 The student understands all the implications of culture, not only focusing on basic aspects of it.</p>
<p>Contents (of the subject and cross curricular)</p> <p>A.5</p>	<p>Activities / tasks</p>

<p>B.1 B.3 C.3</p> <p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 1 (FINAL TASK): “And the Oscar goes to...”</p> <p>ACTIVITY 2 (CLOSING): “How well did they do?”</p>
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Session 5: “Cultural identity in the Valley”	
<p>Specific competences</p> <p>SC1 SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>1.1.2 The student comprehends the meaning of the text using critical thinking. 3.1.1 The student exchanges information related to the activity’s content while working with peers. 3.2.1 The student initiates communication, summarizing, comparing, contrasting, and debating. 6.2.1 The student understands all the implications of culture, not only focusing on basic aspects of it.</p>
<p>Contents (of the subject and cross curricular)</p> <p>A.4 A.5</p>	<p>Activities / tasks</p>

<p>A.16 B.1 C.3 C.4</p> <p>2.Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 1 (INTRODUCTORY): “You’ve been Baamboozled.”</p> <p>ACTIVITY 2 (REINFORCEMENT): “What do you know about Ottawa’s Valley?”</p> <p>ACTIVITY 3 (REINFORCEMENT): “Let’s talk about identity...”</p> <p>ACTIVITY 4 (REINFORCEMENT): “Guiding the debate.”</p> <p>ACTIVITY 5 (CLOSING): “Is cultural identity in Ottawa’s Valley static or dynamic?”</p>
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Session 6: “Narrative points of view”	
<p>Specific competences</p> <p>SC1 SC2 SC3 SC6</p>	<p>Can-do Statements</p> <p>1.1.2 The student comprehends the meaning of the text using critical thinking. 3.1.1 The student exchanges information related to the activity’s content while working with peers. 3.2.1 The student initiates communication, summarizing, comparing, contrasting, and debating. 6.2.1 The student understands all the implications of culture, not only focusing on basic aspects of it.</p>
<p>Contents (of the subject and cross curricular)</p> <p>A.4 A.5</p>	<p>Activities / tasks</p> <p>ACTIVITY 1 (INTRODUCTORY): “Diving into the iceberg.”</p>

<p>B.1 C.3 C.4</p> <p>2.Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 2 (REINFORCEMENT): “Mind the map.”</p> <p>ACTIVITY 3 (REINFORCEMENT): “How do you see it...?”</p> <p>ACTIVITY 4 (REINFORCEMENT): “Writing the future.”</p> <p>ACTIVITY 5 (CLOSING): “Reading our story.”</p>
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Session 7: “The power of memories”	
<p>Specific competences</p> <p>SC2 SC3</p>	<p>Can-do Statements</p> <p>1.3.1 The student uses digital tools to search, compare and select information completing the task successfully.</p> <p>2.3.1 The student cooperates to create coherent texts suitable to the communicative situation.</p> <p>2.3.2 The student uses digital tools to design and create an online poster.</p> <p>3.1.1 The student exchanges information related to the activity’s content while working with peers.</p> <p>3.1.2 The student initiates communication, summarizing, comparing, contrasting, and debating.</p>
<p>Contents (of the subject and cross curricular)</p> <p>A.4 A.5</p>	<p>Activities / tasks</p>

<p>A.14 A.16 B.1</p> <p>1. In all subjects of the stage, work will be done on Information and Communication Technologies, and their ethical and responsible use. (Art. 9, D40/2022)</p> <p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 1 (INTRODUCTORY): “Let’s talk about feelings.”</p> <p>ACTIVITY 2 (REINFORCEMENT): “I did my research!”</p> <p>ACTIVITY 3 (REINFORCEMENT): “Making it visual!”</p> <p>ACTIVITY 4 (CLOSING): “We’ll be back in 5...”</p>
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Session 8: “Presentation time”	
<p>Specific competences</p> <p>SC2 SC3</p>	<p>Can-do Statements</p> <p>2.1.3 The student produces oral texts fulfilling the aim of informing about the topic of memories.</p> <p>2.4.1 The student adapts to the communicative context considering the public and expressing clear statements and/or ideas related with the topic of memories.</p> <p>3.1.3 The student actively presents the poster interacting and engaging with the class.</p>
<p>Contents (of the subject and cross curricular)</p> <p>A.4 A.5 B.1</p>	<p>Activities / tasks</p> <p>ACTIVITY 1 (FINAL TASK): “Feeling nostalgic!”</p>

<p>B.3</p> <p>2. Likewise, all subjects will work on the techniques and strategies of public speaking that provide students with self-confidence, management of their emotions and improvement of their social skills. Likewise, the following activities that will be developed encourage interest and the habit of reading, as well as skills for correct written expression. (Art. 9, D40/2022)</p>	<p>ACTIVITY 2 (CLOSING): “How well did I do?”</p>
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