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Reading Promotion Plan in EFL Teaching through YAL Literature: *Black Enough*

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Abstract

Reading plays a fundamental role in the English as a foreign language classroom; it is beneficial not only for the improvement of the linguistic and grammatical aspects of such language but also for the social and personal development of the EFL students. Subsequently, this dissertation presents a proposal for an educational intervention designed to promote reading in the EFL Secondary classroom through the use of Young Adult Fiction, concretely by means of Ibi Zoboi's compilation of short stories: *Black Enough.* The main aim is thus to introduce literary texts which are closely linked to the experiences, concerns or problems of teenage EFL students belonging to 1º Bachillerato, who can feel identified with the characters and situations narrated, thus enhancing their motivation and improving their attitudes towards reading. This reading promotion plan is also founded on the active role of the EFL readers, understanding that they are not only passive subjects who merely read the text, but that by reading the text, they can reflect and express their opinion about what it portrays and their own reality, improving at the same time their linguistic competence in English.

Keywords: Reading Promotion Plan, Literature for Personal Enrichment, Young Adult Fiction, Motivation, Ibi Zoboi's *Black Enough.*

Resumen

La lectura juega un papel fundamental en el aula de inglés como lengua extranjera, no solo para la mejora de los aspectos lingüísticos y gramaticales de dicha lengua sino también para el desarrollo social y personal del alumnado. Así pues, el presente trabajo presenta una propuesta de intervención educativa diseñada para promover la lectura en el aula de lengua extranjera de secundaria mediante el uso de ficción juvenil, concretamente la compilación de relatos *Black Enough* de Ibi Zoboi. Se busca así introducir en el aula textos que están muy vinculados con las experiencias, inquietudes o problemas de los adolescentes pertenecientes a 1º de Bachillerato, quienes pueden verse identificados con los personajes y situaciones narradas, y de este modo, aumentar su motivación por la lectura. Asimismo, dicho plan de fomento de la lectura se fundamenta en el papel activo de los lectores, entendiendo así que estos no son solo sujetos pasivos que leen el texto, sino que al leerlo pueden reflexionar y expresar su opinión sobre la lectura y compararlo con su propia realidad, mejorando al mismo tiempo su competencia lingüística en lengua inglesa.

Palabras clave: Plan de fomento de la lectura, literatura para el enriquecimiento y crecimiento personal, ficción juvenil, motivación, *Black Enough* de Ibi Zoboi.

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I. INTRODUCTION

1. Justification

It seems obvious to state that for any speaker of a foreign language, specifically, the English language, there are five language skills, these including reading. Reading is thus one of the basic skills when learning a foreign language, and among all of them, it is especially important for the EFL learning-teaching process since it may complement at the same time the development and the assimilation of the other skills such as listening, writing and production. In short, reading, and more specifically, reading literary texts, plays a crucial role in foreign language learning, provided that the texts selected are considered communicative enough and meet the needs or interests of foreign language learners. However, despite its benefits, reading literary texts has not always received the importance it should within the EFL context as it has been commonly addressed from a merely linguistic point of view and considered as a process in which the reader may be a passive subject. Consequently, the vast majority of the reading activities have traditionally been focused on reading comprehension, by thus requiring the EFL students to demonstrate their understanding of the texts by means of summaries or specific questions about some information presented in the text. Nevertheless, reading cannot be understood as a passive process and the focus cannot simply be on the content and information appearing on the texts, as if learners could not obtain some personal growth or enrichment from them as well. On the contrary, it is necessary to consider reading as an active process which turns the reader into an active participant who is at every moment involved in an interactive process between the reader and the text. Therefore, in order to fully understand literary texts, readers must have sufficient linguistic and conceptual knowledge, which not only may help them to extract its actual meaning but also may let them reflect about what is exposed within it so as to express their opinion in a critically and freely. Moreover, this active role of readers may also imply that they make some connections between the experiences appearing in the text and those of their own lives, while at the same time enhancing their linguistic and communicative competence in the foreign language. All in all, as Kress (1989) states,

> [c]learly the best reader will be a critical, a resistant reader one who both sees the constructedness of the text and of the reading position and who can at the same time reconstruct the text in a manner useful to herself or himself. Hence the aim of the teaching of reading in school should be just that: to train effective readers, readers who are active in relation to the text, able to construct the text to their benefit (p. 40).

As a consequence of what has been previously explained, there is nowadays an urgent need to promote the application of literature and enhance reading within Secondary EFL contexts. Therefore, the introduction of Young Adult Literature into the EFL classroom is increasingly seen as one of the best alternatives to respond to this concern as this kind of literary texts may meet the needs and match the tastes of Secondary EFL students. Young Adult Fiction seems to be very closely linked to the experiences, concerns and problems of teenage students so this identification with the characters or issues addressed and narrated within the literary texts may serve as motivation to read the stories, thus making EFL students adopt a more positive attitude and increase their engagement and involvement in the activities proposed when working with the different texts.

2. Objectives of the Dissertation

As a result of what has been exposed before, the **main objective** of this dissertation is to design a teaching proposal to promote reading in the EFL classroom by means of Young Adult Fiction, which deals with issues and topics that may be very relevant for teenage learners. In addition to this, this dissertation also pursues several **secondary objectives** such as:

- To explore the role of literature in the EFL context as well as the approaches to its application by paying especial attention to the use of literature for personal enrichment.

- To justify from a theoretical point of view the need to develop a project that puts the focus on reading literary texts within the EFL Secondary classroom.

- To devise a reading promotion plan based on Young Adult authentic materials; in this case, some of the short stories compiled in Ibi Zoboi's *Black Enough*.

- To find a way to enhance EFL learners' attitudes towards reading by turning them into active participants within the reading process.

- To verify that there is a direct relationship between EFL students' reading motivation and the possibility of establishing connections between their own experiences and those appearing in Young Adult Fiction; that is, the more identified the students may feel with the literary text, the more motivated they may be when reading.

In order to achieve these aims, this dissertation is divided into several sections. First of all, it offers a theoretical background which explores the English language from a communicative point of view by thus explaining in more detail the communicative competence and how it can be addressed in EFL teaching. Additionally, this theoretical framework also examines the role of literature and reading in the EFL context by presenting the different approaches existing when teaching literature in the EFL classroom as well as its possible benefits and drawbacks. Lastly, this first section delves into the selection of appropriate literary texts for the EFL classroom, paying special attention to Young Adult Literature or Fiction and short stories. Consequently, this theoretical framework aims to pave the ground for the didactic proposal which is exposed within the following section. Hence, the second section of this dissertation is devoted to expose in detail a proposal to introduce literature into the EFL Secondary classroom –precisely into 1º Bachillerato– through a reading promotion plan which revolves around Young Adult Literature, namely around *Black Enough,* a compilation of short stories by Ibi Zoboi. The didactic proposal will be divided into different subsections, including: the selected materials, the justification of such selection, the main aims of the proposal, the methodology, the curricular justification, the legal framework, the distribution and temporalization of the reading promotion plan, the development of each of the sessions and activities that compose the proposed reading plan, and finally, the assessment. Eventually, once the didactic proposal has been expounded in depth, the main conclusions of this dissertation will be exposed. Last but not least, it is important to mention that this dissertation includes a detailed exposition of materials within the Annexes, as this extra section is intended to present a much more complete explanation of the activities and resources contemplated within the reading promotion plan.

II. THEORETICAL FRAMEWORK

1. The Communicative Approach in the EFL Context

The development and proficiency in a foreign language are nowadays essential requirements for any individual so as to achieve a satisfactory and tolerable coexistence in society. Both mother tongues and foreign languages – especially English language - are now part of the vital baggage of people in a world in continuous expansion in which individuals are expected to develop a multilingual and intercultural profile. Considering that this background includes different knowledge, skills and attitudes in different languages, the individual is better prepared to integrate and participate in a variety of contexts and situations that provide a stimulus for their development and better opportunities in the personal, public, educational and professional spheres. As the Order EDU/362/2015, *issued on May 4, which establishes the educational curriculum and regulates the deployment, assessment and development of the Compulsory Secondary Education in Castilla y León* states, "multilingualism is one of the main hallmarks of a multicultural and multilingual Europe, where diversity should not be an obstacle to mobility, relationships and cooperation, but should be a source of personal, social and cultural wealth and a factor progress" (p. 32385; my translation). Consequently, the process of learning one or more foreign languages should not be taken as a private and individual event but rather as a developmental process of a multilingual and intercultural context.

The constant change of societies, greatly marked by globalization, interculturality and multilingualism, has consequently placed the English language in a strategic position within the educational curriculum. For this reason, in recent years, there has been an urgent need to orient education towards improving the teaching of English, adopting thus an approach that places much more emphasis on the communicative field and the communicative competence, and consequently, enabling students to develop good communicative skills in the target language so as to achieve a successful communication and interaction in real-life contexts involving the target language. It comes as no surprise that this communicative approach has emerged with the aim of establishing language as the main instrument for communication. Namely, the communicative approach puts the focus on language, contextualizing it at every moment in real-life situations and relating it to the process of communication. As communication is the basis of this approach, formal or grammatical aspects of the language are thus relegated to a secondary position within English language since the emphasis is placed on the real use of

language. Moreover, the communicative approach boosts learner-centred teaching by making students active participants in their learning process, and by assigning the teacher the role of a facilitator.

All in all, the main point of this approach is to make language learners capable of communicating and interacting with other speakers by fluently using the foreign language, regardless of the possible mistakes and the lack of grammatical correctness since they are part of the acquisition process. Notwithstanding, before tackling how to focus EFL teaching on communicative competence, it is crucial to understand what this concept means and how it affects the acquisition of a language.

1.1. What is Communicative Competence?

The communicative approach has dominated EFL contexts over the last decades of the twentieth century, it has been proved that teaching methods based only on teaching grammar and translation are not completely effective. This approach emerged with the idea of establishing language as an instrument of communication. Moving onto its application into the EFL classroom, the basis of the communicative approach is that language learners develop a favourable communicative competence in the foreign language, but what does the concept "communicative competence" exactly mean?

What we understand by communicative competence encompasses the theories and studies of numerous scholars in the field of linguistics and language learning. Traditionally, theories were framed in Chomsky's approaches, which make a clear distinction between "performance" and "competence" within a foreign language. Whereas "competence" makes reference to the innate knowledge of the language, "performance" alludes to the actual production and rules of language usage. Notwithstanding, many other theoreticians do not find Chomsky's appreciations broad and realistic enough, and consequently, they pose other theories which attempt to redefine Chomsky's concept of competence. Therefore, Dell Hymes (1972), after conducting several studies on the matter, presents the concept of "communicative competence", in an attempt to extend Chomsky's ideas. As Bagarić & Mihaljević Djigunović (2007) state, Hymes defined communicative competence "not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of

competence" (p. 95). In other words, this concept expresses an ability that encompasses both knowledge of a language and the ability to use it in various situations. Hence, "a competent language user should possess not only knowledge about the language but also the ability and skill to activate that knowledge in a communicative event" (Bagarić & Mihaljević Djigunović, 2007, p. 100).

A few years after Hymes' conclusions, Canale (1983) begins to understand communicative competence as "a synthesis of an underlying system of knowledge and skill needed for communication" (Bagarić & Mihaljević Djigunović, 2007, p. 96), and states that communicative competence is made up of four key aspects that are necessarily interrelated so as to achieve a correct communication in a foreign language. That is why 3he itemises the communicative competence into another four sub-competences: (1) linguistic or grammatical competence, which refers to the production of a structured and comprehensible expression that includes the right grammatical vocabulary, pronunciation and spelling; (2) sociolinguistic competence, which involves some knowledge of the sociocultural rules and codes of language and discourse; (3) discourse competence, which implies to use language by correctly combining structures so as to communicate effectively in a wide variety of genres while maintaining coherence and cohesion at every moment; and finally, (4) strategic competence, which attempts to improve the effectiveness of communication while compensating for communication failures.

Taking into account the sub-competences defined by Canale (1983), some other theoreticians such as Bachman and Palmer, or even the Common European Framework of Reference for Languages (CEFRL) with its description of the components of communicative language competence have proposed some enhanced itemised models for communicative competence. In the case of Bachman y Palmer (1996), they begin to talk about "communicative language ability" instead of communicative competence, and they propose a new model which comprise language ability into two areas: language knowledge and strategic competence. As it is exposed in the model below (Figure 1), language knowledge is at the same time divided into another two components — organisational knowledge and pragmatic knowledge — which complement each other in order to achieve an effective communication. In the words of Bagarić & Mihaljević Djigunović (2007), organisational knowledge "is composed of abilities engaged in a control over formal language structures, i.e. of grammatical and textual knowledge"; while pragmatic knowledge alludes to "[the] abilities for creating and interpreting discourse", which

are meant for the speaker to express acceptable language functions (functional knowledge) and to produce language utterances which are appropriate to a particular context (sociolinguistic knowledge)" (p. 99). In addition to this, there is another outstanding model which deserves to be commented; that is, the model of communicative competence proposed by the CEFRL, and which is "intended for assessment as well as for learning and teaching of languages" (p. 99). In this case, the communicative competence is merely itemised in three basic components: language or linguistic competence, sociolinguistic competence and pragmatic competence. Consequently, the strategic competence that both Canale (1983) and Bachman and Palmer (1996) talked about is not considered by the CEFRL. In any case, the key factor of this last model is, as Bagarić & Mihaljević Djigunović (2007) argue, that "each component of language knowledge is explicitly defined as knowledge of its contents and ability to apply it" (p. 99).
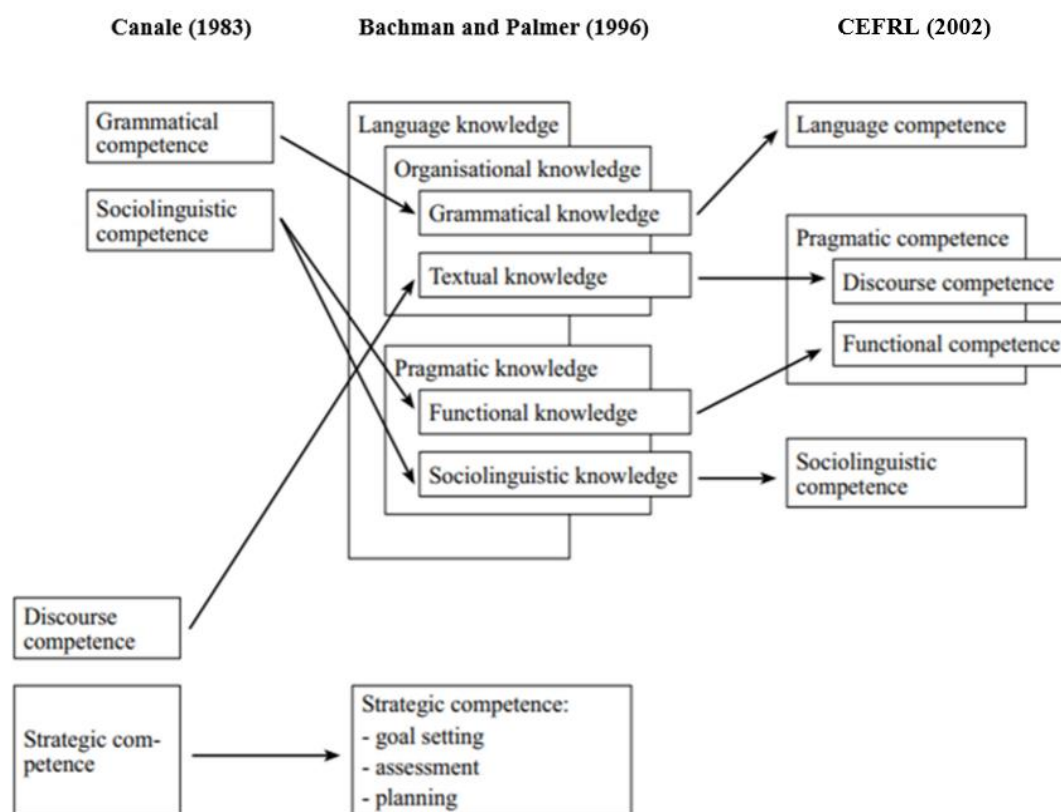

Figure 1. Similarities and differences between several models of communicative competence. [Adapted from: Bagarić & Mihaljević Djigunović 2007, p. 102]

The model presented by the Common European Framework of References for Languages has been generally perceived as the model of reference for analysing and tracking the language learners' progress and communicative competency level in a foreign language. That is why, as it will be commented on the following subsection, the CEFRL model may serve as an undeniable reference for EFL contexts.

1.2. The Application of Communicative Competence in EFL Teaching

Once the concept of communicative competence has been explained, it is essential to explore it from the educational perspective; that is, how it is applied in EFL teaching. Even though Hymes's concept of communicative competence is neither originally related to the field of education nor concerned with language teaching, it is nowadays essential to fathom its connection with EFL teaching as the itemisation models of communicative competence have been proved to be the key to describe the knowledge and capabilities of the successful language user. By taking into account the last model for communicative competence proposed by the Common European Framework of Reference for Languages, it does not seem difficult to identify the similarities between the components appearing in its model and the reality of an EFL classroom. In fact, the communicative competencies exposed by the CEFRL (Council of Europe, 2002) in Chapter 5 (p. 118) are part of the methodological guidelines for EFL teaching since as mentioned before, they are generally perceived as the reference model for analysing and tracking the language learners' progress and communicative competency level in a foreign language; in this case, in the English language.

Furthermore, these competences pave the way for the assessment of the different skills and abilities that language learners must develop in order to communicate adequately in a foreign language. As a matter of fact, these communicative competences are at the same time split into several sub-competencies that will enable the evaluation of the learners' mastery of the foreign language by considering the following aspects: (1) linguistic aspects such as grammar, lexis, semantics, phonology or orthography; (2) sociolinguistic aspects such as the use of linguistic markers, courtesy expressions or differences in the register, dialect and accent; and (3) pragmatic aspects such as the use of language for functional purposes or the discursive ability to produce coherent language utterances while maintaining a logical order.

Besides this, in a more general sense, these communicative competences help to define the descriptors used to differentiate the levels of proficiency in a foreign language regarding the communicative competence. In other words, they are the basis of the criteria used to assess the following four skills: oral production, oral comprehension, written production and written comprehension. These four language skills play an essential role in the development of communicative competence. All in all, both comprehension and production are the fundamental skills to achieve a successful communication and interaction in English as a foreign language.

2. The Concept and Status of Reading in Present-Day Education

In the current era of knowledge, information and communication, reading is without any doubt a fundamental tool to complete individuals' academic, professional, intellectual and even social or personal development. Not to mention that the reasons to promote, nurture and develop reading are numerous, especially among students since reading at all academic levels is necessary for the improvement of the students' intellectual and cognitive performance. Nevertheless, at the present time, reading is gradually becoming an undervalued practice within the national educational frame. According to a survey concerning the reading habits among Secondary students carried out by CIDE (2002) to students belonging to 4ºESO, it has been ascertained that around a 45% of the Spanish teenage students do really enjoy reading; nevertheless, they commonly cannot do it because of their academic duties. Besides this, by moving onto a regional level, another survey accomplished by FGSR (2009) evinces that Castilla y León falls below the national average when considering those who read books as a hobby. Moreover, this survey also demonstrates that reading is a well-received habit among Primary students; however, the ratio of readers is almost halved within the Secondary field. Besides this, the project labelled *Barómetro de Hábitos de Lectura y Compra de Libros* (2018) and carried out by the *Federación de Gremios de Editores de España*, with the support of the *Ministerio de Educación, Cultura y Deporte*, adds that the number of usual readers is significantly reduced among teenage learners, that is, from 14 or 15 years of age and onwards.

It can be thus proved that nowadays learners read less frequently than in the past, and many of them do not enjoy the process of reading. Consequently, the idea of reading for pleasure still remains distant to them. The main reasons for this phenomenon may be found in the way reading is addressed in Secondary Schools, and also, in the selection of reading texts which are most of the times extremely detached and unconnected to students' interests and

concerns. As Smith (1942) states, reading "must develop their understanding, guide their emotions, stimulate their sense of idealism, and expand and integrate their personalities" (p. 280), but if reading texts are not intended to fulfil these purposes, the reading practice will preserve its despised position among Secondary School students.

In the same way the educational users' consideration of reading has been gradually altered, the approaches to reading have also experimented a shift. Therefore, it is essential to make a distinction between traditional and contemporary approaches to reading. On the one hand, traditional approaches followed the outdated guidelines of the well-known reading aloud method. Parkinson & Thomas (2000) negatively define this approach as follows

> one point about reading aloud is that it is a specialist skill-most people do it badly even in their own language. To put it provocatively, if students are good enough to read a text aloud, they probably do not need to. (p. 28)

Besides this, Tevdovska (2016) adds that "reading aloud does not enhance reading for gist and detail and comprehension" (p. 169). Another old-fashioned method that is still put into practice nowadays is rote learning and summary of content. This is especially used in literature courses and it consists of "learning the basic plot of the novels or plays, or facts about the writer's life, relevant history and politics" (Parkinson & Thomas, 2000, p. 27). Even though these two traditional approaches are sometimes used in Secondary Schools, they have progressively lost the relevance they used to have. Furthermore, due to their nature, their isolated use in nowadays reading practice is not recommended. As a consequence, new contemporary approaches, mainly based on encouraging reading for pleasure and enjoyment (extensive reading), have notably gained ground. Extensive reading is thus nowadays receiving more scholarly attention from teachers. The primary goals of these contemporary approaches are "to encourage and motivate learners to read more" (Tevdovska, 2016, p. 169). As a result, among the issues which are at the forefront of the concerns of the current educational spheres is to select literary texts which are appropriate to students and which can truly fuel their interest in reading by thus promoting the notion of reading for pleasure and enjoyment.

Once the reading status in nowadays education as well as the approaches to the reading practice have been covered, the role of literature in the EFL teaching-learning process should be expounded more in depth. As the following section explores, the abovementioned lack of interest in reading which dominates the educational frame, is especially prominent in the areas of Secondary Schools dealing with foreign language, namely, in the EFL classrooms. One of the main reasons for the lack of interest in reading may be found in the prominent position that

communicative competence has in nowadays EFL contexts since it is sometimes seen as not compatible with the practice of reading literature. Moreover, as Tevdovska (2016) argues, "[u]ntil recently, literature was considered to be too far from the language of daily communication to be needed and embodied in a foreign language classroom" (p. 162). However, it is in fact in the EFL context where it can be better perceived "how learners as language learners are able to interact with the text, and on how literary texts influence classroom interaction" (Paran, 2008, p. 471).

3. The Role of Literature in the EFL Teaching – Learning Process

This section explores the theoretical assumptions regarding the role of literary texts in foreign languages teaching and learning, particularly in the EFL context. Before presenting the role that literature actually has in EFL teaching by showing its main benefits and drawbacks, and before commenting on how to select literary texts appropriate for Secondary School students, it is essential to clarify the concepts of literature and literary text.

As Lazar (1993) argues, "defining literature is no easy task, and that there is considerable controversy among literary theorists and critics as to how this can be done" (p. 5). Nonetheless, her definition may serve as the model of reference for this dissertation, and consequently, literature here will be considered as "those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered" (p. 5). By observing a more generic definition, literature can be also conceived as "a means of enlarging one's imagination and experience" that "offers a vast reservoir of human experiences and judgment of experience, development of imagination and entry into human situation which otherwise might well fall outside our imagination" (Rabiat Ajoke & Shapii, 2017, p. 53). Besides this, Brumfit & Carter (1986) argue that a literary text is "authentic text, real language in context, to which we can respond directly" adding that literary texts "can provide examples of language resources being used to the full, and the reader is placed in an interactional role working with and making sense of this language" (p. 15).

Even though literature and language learning seem to be closely related to each other, the presence of literature and literary texts in EFL educational contexts has been usually very limited, and even at some points, literature was completely excluded from EFL environments. It is true that until the first decades of the twentieth-century, literature was considered within

foreign language teaching, especially in the grammar-translation method since a language was learnt to understand its literature. Nevertheless, in the mid-century, literature was completely disregarded, and it is not until the last decades of the twentieth century when literature begins to be considered as an integral part of foreign language teaching, by thus achieving that "the reading of culturally authentic texts has become one of the central claims for curriculum reform in EFL teaching" (Bobkina & Domínguez, 2014, p. 248). From that moment on, "literature has begun to assume a higher profile in contexts of second language acquisition, a dimension absent from the research radar in 1986" (Carter, 2007, p. 10).

The changes in the field of foreign languages education have been instrumental so as to assign literature a new role in the educational curriculum. In the words of Paran (2008),

> [m]ore recent theorising has shifted away from a limited, isolating perspective in which the different areas of language learning are compartmentalised and teaching has a utilitarian, market-economy driven purpose, to more holistic perspectives which take different aspects of the learner and the context of learning into account, looking at the whole person and the whole culture, in which literature is part of developing the whole person, and in which affective development and affective factors are taken into account. (p. 469)

Nevertheless, this shift has not been fully carried out as, in the EFL classroom, more emphasis is usually still placed on grammatical or linguistic explanations rather than on reading literary texts and exploiting their potential beyond reading comprehension activities. It seems thus necessary to put the focus on literature in EFL teaching-learning processes in an attempt to surpass "the view of language learning as focusing on language only, presenting what [Paran] call[s] an isolationist position, whereby language learning is concerned with acquiring competence in the L2 and nothing more." (Paran, 2008, p. 468), and consequently reinforce the idea that literature can be a useful teaching resource in foreign language education.

3.1. Precedents: formal studies

In spite of the fact that "much of the interesting work done by teachers [concerning the application of literature in the EFL classroom] is not actually documented" (Rönnqvist & Sell, 1995, p. 52), there are many studies intended to prove the valuable role that literature has in these educational contexts as well as the interaction generated within a foreign language classroom when dealing with literature so as to eventually evince its contribution to foreign language teaching.

Kim (2004) conducts a study that contemplates both the contribution of discussing literary texts to the development of a foreign language and the students' perceptions of the use of literature. As Paran (2008) indicates, Kim concludes that "literature circles provide opportunities for extended output, and lead to a great deal of interaction, characterised by responsiveness, emotional engagement and authenticity" (p. 472). Also, in connection with students' interaction within the EFL classroom, Meskill & Ranglova (2000) obtain some relevant findings since the instructors analysed in their study "report that the amount and quality of student discourse as they undertook these activities was astounding" (p. 32). Additionally, the studies conducted by Yang (2001, 2002) prove that the EFL groups which spend some time while discussing literature exhibit a great language improvement and outperform those groups who do not deal with literary texts within their lessons. Moreover, he points out that the teacher-centred approach when working with literature in the EFL classroom puts the students and their EFL learning at a disadvantage in comparison to the usage of a student-centred approach in which the students are active participants in the lessons and consequently, responsible for their own learning.

Nevertheless, despite the existence of some formal studies regarding the use and role of literature in the EFL classroom, "it goes without saying that more research is needed" so as to obtain more revealing conclusions (Paran, 2008, p. 489). Thus, further empirical studies and surveys should continue being undertaken in an attempt to put literature and reading in a better position as regards EFL teaching.

3.2. Approaches to Teach Literature in the EFL Classroom

The status and role of literature within the EFL context has been a subject of discussion for several decades. As Bloemert et al. (2017) state, "[t]he notion of an integrated language and literature curriculum was further emphasised by the Modern Language Association, which in 2007 proposed a reform replacing the language-literature divide with an integrated FL curriculum" (p. 2). However, in order to achieve that literature is considered an integrated component within the foreign language educational curriculum, it is essential to explore how literature can be addressed and implemented within the EFL classroom. Over the last decades, many scholars have suggested different approaches to teach literature in the EFL context. In

this subsection, the approaches proposed by Lazar (1993, p. 22-28), summarized in Figure 2, will serve as the starting point.

Approach	Methodological Assumptions	Selection and Organisation of Material
Language-based approach	Literature as a means of developing language skills through the detailed analysis of the language exposed within the literary texts.	Based on its stylistic or linguistic features and its literary merit.
Literature as content	Literature is conceived through its own literary content as such; that is, by focusing on its main literary aspects.	Based on its belonging to the literary canon.
Literature for personal enrichment	Literature as a means of relating the concepts appearing in the literary texts to the personal experiences of the readers so as to grow and learn from them.	Based on the students' interests and concerns.

Figure 2. Approaches to the use of literature in language learning. [Adapted from Lazar, 1993, 22-23]

The first approach suggested by Lazar (1993) is the language-based approach, which consists on a "detailed analysis of the language of the literary text" (p. 23). Students are supposed to "draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgements of the text" (p. 23). In this way, by applying linguistic notions when reading, students will be able to interpret the different literary texts meaningfully. Students are thus supposed to raise their general awareness and understanding of the English language. The main advantage of this approach concerns the opportunity it offers students to revise grammar and vocabulary in interesting new contexts as the final aim is that FL learners improve their knowledge of the language. Nevertheless, as stated by Lazar (1993), "if applied too rigidly, so that analysis of the text is undertaken in purely linguistic terms with little chance for personal interpretation, this approach could become very mechanical and demotivating" (p. 25). In other words, it may prevent the student from going any further while interpreting the literary texts by avoiding that the learner draws on his/her own personal context or background.

The next approach considered by Lazar (1993), which is at the same time the most traditional one, contemplates literature as content. In this case, literature is seen as "content of the course, which concentrates on areas such as the history and characteristics of literary movements; the social, political and historical background to a text; literary genres and rhetorical devices, etc." (p. 24). Students consequently acquire the English language in a subtle

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way; through "reading set texts and literary criticism relating to them" (p. 24). Undoubtfully, one of the main advantages of this approach is the fact that the learners have the opportunity of experimenting with authentic literary material which exposes the main literary features that the most renowned and celebrated literary compositions count on. However, the nature of this approach focuses it on 'literary-minded' students since as Lazar points out, "material may be very difficult linguistically, and therefore demotivating for the average student" (p. 25).

Lastly, Lazar (1993) suggests a third and prominent approach to using literature with language learners, which is literature for personal enrichment. Literature is seen as a facilitating tool "for encouraging students to draw on their own personal experiences, feelings and opinions" (p. 24). In this respect, students "become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition" (p.24). Among the main benefits of this approach, it can be highlighted the high motivation it infuses on the learner as he/she becomes an active and complete participant within the learning process. Nevertheless, in order to achieve students' motivation, it is essential to include texts which are not remote from the students' own experiences so that they can respond meaningfully to them (p. 25).

3.3. Benefits and Drawbacks of the Use of Literature in the EFL classroom

The studies and approaches exposed before argue for the use of literature within the EFL classroom, but there are other teachers and scholars who constantly reject literature and question whether it is so advantageous and beneficial for EFL teaching-learning processes. This subsection will thus explore some of the benefits and drawbacks that the use of literature in the EFL classroom may have.

As Bredella (2000) points out, "literary texts in the foreign language classroom are not only important for foreign language learning, but also provide it with significant educational goals" (p. 380). According to several scholars, some of the benefits that incorporating literature in the EFL classroom may imply are related to:

i. *Language enhancement and improvement of linguistic skills*. Literature is language in use so it definitely contributes to a better linguistic understanding and a higher English language proficiency since it enhances confidence and knowledge of the language. Learners tend to give more importance to the process of creating meaning than to the process of understanding the literary qualities of a text. Consequently, literature extends

linguistic knowledge and "facilitates the acquisition of grammar, vocabulary, reading and writing" (Rabiat Ajoke & Shapii, 2017, p.53). In the same lines, Collie and Slater (1987) state that when dealing with authentic literary materials, "students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so on" (p. 6). Additionally, in the words of Rabiat Ajoke & Shapii (2017), "literature equips students with real life experience that can be useful for living within and outside the school system" (p. 53).

ii. *Cultural awareness*. Literature mirrors the culture of a country and provides a better insight into culture, in this case of the English-speaking countries, since it develops deeper understanding and sensitivity towards cultural issues and diversity. That is why literature is seen "as potentially playing a role in facilitating the learner's access to this English-using culture" (Hall, 2005, p. 55). The notion of culture has been considered as another vital component of FL teaching as it is an essential part of the communication process and the intercultural communicative competence, that is, the ability to effectively communicate in a wide variety of cross-cultural contexts and situations (Karaağaç Tuna & Razi, 2016, p.42). As these scholars argue,

> integrating the culture into the language curriculum is important because it ensures students have an enlarged view of the world and allows them to widen their horizons, adopt appropriate opinions, be aware of and respect different beliefs and lifestyles, and see things from another point of view. (p. 46)

iii. *Critical thinking and scope of creativity*. Critical thinking is one of the main aims of Compulsory Secondary Education as it enables the learners to manage the various life events they will have to face in their post-educational period. Many scholars argue that EFL lessons dealing with literature are essential to encourage critical thinking and to develop learners' critical reading skills; especially those lessons which include literary discussions. In fact, a study conducted by Yang (2001) proves that foreign language students find literary discussions much more substantial than those lessons focused on simply answering questions about grammar (p. 459). Besides this, literature-related activities are also supposed to increase learners' creative skills since literary texts commonly give rise to different interpretations and do not accept only one correct answer by thus giving the students the opportunity to develop their creative skills.

iv. *Personal growth and emotional awareness*. Literature may not only expand the levels of interpretation of the learners, but also stimulate their imaginative competences, improve their critical abilities and increase their emotional awareness. The possible

similarities between the experiences presented within the literary texts and the experiences of the reader helps the learners to develop an imaginative sympathy towards the literary texts by thus relating the literary work to their own reality and personal life. Therefore, "students will be able to respond personally to any text given to them and increase [their] ability to respond by using their own ideas and emotions in [the] English language" (Rabiat Ajoke & Shapii, 2017, p. 55). Furthermore, other scholars such as Tasneen (2010) prove that "reading literature is more likely to provide the students with opportunity for reflection and personal growth" (p. 2).

v. *Authenticity*. It goes without saying that authenticity is a very important notion for stimulating and prompting the process of language acquisition. The exposure to authentic material supposes that learners face genuine and non-distorted pieces of a foreign language. In the words of Tevdovska (2016), the "exposure to authentic materials will promote the language acquisition, and reinforce what the students have studied as an academic exercise" (p. 162). Additionally, in the view of Hwang (2005), learners' exposure to a great number of authentic materials "increases their sensitivity to and competence in the target language" (p. 2). Literary texts represent a way in which learners can expose themselves to real and authentic use of language. In return, "these texts show them a variety of styles, registers and language learning materials at several stages of difficulty" (Tasneen, 2010, p. 2).

vi. *Motivation*. There are not a few scholars who argue that literary texts can be highly motivating and intellectually stimulating for EFL learners. The main reason for the motivational nature of literature may be found in the fact that by using literary texts in the EFL classroom, language learners are exposed "to different themes and learning language skills unconsciously" (Rabiat Ajoke & Shapii, 2017, p. 54). Moreover, when EFL learners face literary texts that meet their expectations and match their interests, they "may find [themselves] completely absorbed by the work, and this will lead to a high motivation level making the activity memorable and enjoyable" (Okumus Ceylan, 2016, p. 312). Besides this, some of the advantages that have been exposed heretofore such as the authenticity of the material or the fact that the literary texts increase the learners' cultural awareness and contribute to their personal and academic growth will also boost motivation among EFL students.

In conclusion, the integration of literary works in the EFL classroom has valuable advantages to the EFL learners concerning language enhancement, critical-thinking, cultural

awareness and personal growth. Moreover, "teaching literature can be encouraging, enjoyable and interesting to EFL learners. Learners, therefore, become more creative, tolerant to other cultures and this leads to their personal and intellectual round ability, and open-mindedness" (Abuzahra & Farrah, 2016, p. 12). Given all these advantages, it seems required to accept that "using literature in the language classroom is vital and recommended" (Abuzahra & Farrah, 2016, p. 23). Consequently, this idea leads to a need of implementing educational plans aimed at enhancing and improving students' attitudes towards reading, by thus promoting a perspective among learners in which literature is conceived as a means for personal enrichment.

However, despite all of these advantages, it is also relevant to present the drawbacks defended by those scholars who oppose to the effectiveness of using literature in the EFL context. According to several authors, some of the disadvantages that incorporating literature in the EFL classroom may imply are the following:

i.   The language contained in literary texts is sometimes too complex for EFL students, especially syntax and vocabulary. In the words of Parkinson & Thomas (2000), "like other learning materials, literary texts can be so difficult that learners don't understand them or understand them only by dint of time consuming and wearisome dictionary work" (p. 12). Moreover, it is important to bear in mind that not all the students possess the same EFL proficiency, so the reading practice will be more arduous and tedious for some students than others.

ii.   Literary texts may sometimes "reflect cultural aspects which are difficult for students to grasp" (Tevdovska, 2016, p. 163). Culture is not usually included within the EFL educational curriculum so students could consequently encounter some difficulties when dealing with cultural aspects for the first time since they may be both distant to them and highly different from those belonging to their cultural background.

iii. Moreover, the reality presented in the literary texts may be altered and consequently, it may not be reliable enough. Students may thus find difficulties to cope with the differentiation between the realities shown in the texts and the main reality that surrounds them. In any case, the fact that readers may be unable to differentiate fiction and reality could also be another proof that they need more literary training in their EFL lessons.

iv.   EFL lessons involving literary texts may fall victim to teacher-centred approaches by thus constraining the students from participating and interacting with each other while discussing literature. As Paran (2008) argues, "the pedagogical stance of the teacher led

to an inhibition of discussion in the classroom, resulted in word or phrase length utterances, and prevented the learners from developing topics" (p. 473). Moreover, in the words of Weist (2004), when the instructor establishes himself as the main dispenser of knowledge, he seems to be the only "one who [knows] what [is] important about the texts, and the students [consequently express] a feeling of tremendous responsibility to develop the ability to interpret the texts like the instructor" (p. 214).

v.   Literary texts may be unsuccessfully and inefficiently addressed in EFL lessons since foreign language teachers do not usually count on a previous training in using literary texts in the classroom. In fact, "methodology handbooks often have no mention of literature" (Paran, 2008, p. 480). In the words of the scholar who has been just mentioned, "the absence of training also sends out a powerful message that literature is not something that is worth dealing with" (Paran, 2008, p. 480).

vi. Most EFL learners may not commonly possess an exquisite literary taste so they may not find the reading practice appealing enough. In addition to this, literature may entail for them some difficulties as their reading interests will vary depending on the learner. It goes without saying that it is practically impossible to select literary texts which meet the expectations and match the interests or concerns of all the learners.

To sum up, if both benefits and drawbacks are balanced out, it seems not difficult to identify the great number of benefits that accrue to the use of literature in the EFL classroom. Nevertheless, it has to be stated that both advantages and weaknesses should be taken into account when incorporating literary texts within the EFL lessons. In any case, leaving their differences aside, both the supporters of using literature in EFL contexts and even its opponents, such as Edmondson (1997), agree on the fact that "we need conceptual clarity regarding which role or roles foreign-language literature can or should play" (p. 44).

3.4. Selection of Literary Texts for the EFL Classroom

As it has been mentioned in the previous subsection, it is virtually impossible to select literary texts suited to the interests and concerns of all EFL learners. Nevertheless, it is essential to take some guidelines into account when choosing a literary text so as to please at least most of the students.

In the words of Suliza Hashim (2012), "students commonly have the perception that literature is something remote and unconnected to their lives" (p. 85). Not unexpectedly,

teachers should strive to select literary texts that show students the connections between the reality in the text and the reality that surrounds them. As this scholar argues, "[w]hen a link is made between the realities around them and the issues in a literary text, they will find learning more meaningful and practical" (Suliza Hashim, 2012, p. 89). In the same vein, Boyd & Maloof (2000) expose that it is important that the chosen literary pieces enable the students to make connections with other aspects of their lives; that is, their own personal experiences and expertise. To sum up, students must find the texts relevant and interesting so "personalizing and bringing these concepts closer to students' personal experience is [without any doubt] another way to overcome conceptual difficulties" (Tevdovska, 2016, p. 168).

Besides this, potential linguistic difficulties must be also taken into consideration. That is why Tevdovska (2016) adds that "the texts chosen should be only one level beyond students' language competence, which means that the students should be able to understand the literary text in terms of the message it conveys and as a whole" (p. 168). This idea is connected with Krashen's Input Hypotheses which states that the level of input should be i+1, that is, input should be comprehensible but slightly more advanced to the level of the learners (Krashen, 1982, p. 21). In this way, students will encounter some unknown terms or structures that "present a challenge to the students [while] taking the students a little bit beyond their current level of English." (p. 168) Apart from this, she also points out that the selected literary texts should not be "overburdened with cultural or historical references" (Tevdovska, 2016, p. 168) since they students may not understand them, and consequently, feel lost or demotivated.

Additionally, Bloemert et al. (2017) reinforce the need of taking into account the students' voice regarding the selection of literary texts as they are the ones "who experience the curriculum first hand" (p. 1). It may not be thus forgotten that the most important aspects to consider when adequately selecting a literary text is the students themselves and their circumstances; that is, their age, interests, motivation and their specific needs, if any. If they find the selected literary pieces appealing and engaging, they will probably exhibit a much more positive attitude towards the reading practice. In fact, "students' perceptions of a learning environment influence how much they learn and therefore have an impact on the efficacy of the instructional environment" (Bloemert et al, 2017, p. 3).

Lastly, another two relevant aspects to consider are both the length of the selected literary pieces and their exploitability within the EFL lesson. It is thus essential to select a text which is not too long or demanding so as not to demotivate students, but which at the same time

exposes a good command of the English language so that the students can perceive it as a challenge and consequently, experiment with it while deepening their knowledge on the foreign language. Moreover, the way literary texts are handled within the EFL classroom should be also considered as there are numerous activities which can be carried out when working with literature; however, depending on the nature of the text, some of them may not be put into practice.

All in all, by taking into account all the considerations exposed before in this subsection when selecting a literary work, students may cease perceiving literature as a boring discipline, and as a result, it will be easier to integrate literary texts within the EFL classrooms.

4. Literary Genres in EFL Teaching: The Short Story

In spite of the fact that "insufficient number of language instructors use short stories in their teaching practices [because] they believe that short stories may include linguistic difficulty or cultural complexity or both", short stories may be undeniably considered within the EFL educational curriculum since, as authors such as Hwang (2005) or King (2001) have explained, they have significant advantages for EFL learners. In the light of all the points set out above concerning the role of literature in the EFL classroom and the considerations to bear in mind when selecting literary pieces, it has been proved that, among the existing literary genres, the short story is the one that better suits all the exposed concerns. Nevertheless, before expounding why short stories are the most adequate genre for the EFL classroom, it is essential to present what it is understood by short stories.

A short-story is defined by Poe as "a narrative that can be read at one sitting of from one-half hour to two hours (quoted in Abrams, 1970, p. 158). Many authors such as Sage enlarge this definition by pointing out many of the benefits that short stories might encompass. As a matter of fact, he argues that "[a] good story is a joy. Short fiction helps impart both pleasure and knowledge to non-native students. Neither must be postponed or sacrificed. Most stories, whether they deal with serious or comic matters, are simply fun to read and discuss" (1997, p. 48). Similarly, Cameron (2001) emphasizes that short stories offer a "holistic approach to language teaching and learning that places a high premium on children's involvement with rich, authentic uses of the foreign language" (p. 159). In the same vein,

Hwang (2005) states that short stories "have been found most appealing because of their realistic, ready-to-use language and relevance to learners' mindsets and experiences" (p. 2).

The main reasons why short stories are so positively conceived may be first of all found in their length. The fact that short stories count on a briefer length than other literary works simplifies the EFL student's reading task. Plus, their length makes learners feel much more comfortable when reading as they may assume that the reading task is less demanding and complicated, and consequently, more motivating. Besides this, the fact that short stories are authentic reading material also increases the EFL learners' motivation. In the words of Hwang (2005), learners' exposure to a great number of these authentic materials "increases their sensitivity to and competence in the target language" (p. 2). Consequently, short stories are meant to be one of the best tools for language enhancement. Besides this, short stories are supposed to increase not only students' language skills, but also their creativity and critical thinking skills since "teaching short fiction enhances the development of imagination, creativity and self-awareness among EFL students" (Abuzahra & Farrah, 2016, p. 12). Furthermore, short stories are also an efficient tool to boost EFL learners' personal growth and reflection. As Okumus Ceylan (2016) argues, a short story "acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring this gained knowledge to their own world" (p. 312). Ultimately, short stories play a vital role concerning cultural enrichment since they help learners to increase their cultural tolerance, sensitivity and awareness. As Abuzahra & Farrah (2016) conclude,

> [this genre] enhance[s] and enlighten[s] learners' knowledge of the native culture of the learned stories [while providing] the opportunity for learners to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading (p. 14)

Moreover, King (2001) believes that short stories are very important as they also enhance certain values and beliefs which may play an essential role not only in the learners' academic or professional career, but also in their personal life and experiences.

Therefore, it can be concluded that the "incorporation of short stories in the EFL texts will equip students with the necessary language skills and thus increasing their language proficiency to survive in the targeted language" (Abuzahra & Farrah, 2016, p. 23). As the abovementioned scholar also argues, "[u]sing short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic

development" (p. 12). That is why, short stories are the best option to choose among the existing literary genres when considering the role and inclusion of literature within the EFL curriculum.

5. Young Adult Literature (YAL)

Once the benefits that make the short story the most suitable literary genre for the EFL context have been exposed, it is essential not to forget what to bear in mind so as to select appropriate short stories for EFL learners. As it has been already mentioned in the sub-section devoted to the selection of appropriate literary texts, one of the most important aspects to consider is to expose the learners to materials they find attractive and connected to their own lives and experiences. As Paran (2008) states, "learners might react well to literature that had been written specifically for their own age group" (p. 448). Consequently, if students perceive the literary pieces as something closely related to them, their motivation and desire to read will notably increase. Nowadays, it is widely accepted that the type of literature which best adapts to EFL budding learners is Young Adult Literature, also known by its abbreviation as YAL. However, it has not been until recently that this literary subgenre has ceased to be considered a minor genre in comparison with the great literary classics that have traditionally conformed the literary canon.

Among the benefits that Young Adult Literature may have in EFL contexts, scholars such as McKay (1982, p. 532) points out the following:

i. the theme of such literature tends to deal with the problem of personal growth and development.

ii. most literature for young adults tends to be relatively short, and the characters are usually limited to a small cast of characters with a young adult as the central character.

iii. and most importantly, from an EFL perspective, many of the books tend to be stylistically less complex.

It goes without saying that the most outstanding and beneficial feature of Young Adult Literature is that it includes themes and content in keeping with the students, who may establish constant associations between the problems and situations exposed in the literary compositions and their own personal experiences, thus feeling strongly connected to literature. Moreover, YAL may expose lexical and grammatical structures suited to the age and proficiency level of

the EFL learners. This kind of texts will not only include terms and expressions the learners already know, but also some of them that may be new for the students, and that they will gradually adopt by thus extending their linguistic knowledge. Besides this, YAL usually helps students to develop critical thinking skills as it gives students cause for reflecting and debating on the issues exposed in the literary composition.

To conclude, these are some of the aspects to consider when selecting literary texts for the EFL classroom since as Rönnqvist & Sell (1995) believe, teenagers will respond particularly well to literature that is geared towards them in terms of topics, themes, characters and genre. All in all, these positive features make Young Adult Literature the ideal medium for the introduction of literature within the Secondary Education curriculum. As Tevdovska (2016) indicates, "today, unfortunately, reading has become, for some students, a tedious activity […] In schools, students' interest is increasingly difficult to motivate, especially when it comes to literary texts in EFL/ESL classroom." (p. 163) Consequently, YAL may help to ease learners' negative attitudes towards literature and to increase their wish to read more and their appreciation for literature. The main point to be hereinafter addressed is the how to promote EFL learners' reading habits through the development of an appropriate reading program within Secondary Education, which fosters reading both inside and outside the classroom, and takes into account the wide range of Young Adult literature, offering literary works that meet the students' personal interests, expectations and educational needs or goals.

III. DIDACTIC PROPOSAL: READING PROMOTION PLAN

The present section is devoted to expose in detail a proposal to introduce literature into the EFL Secondary classroom through a reading promotion plan which revolves around Young Adult Literature. The didactic proposal will be divided into different subsections, including: the **selected materials,** the **justification** of such selection**,** the **main aims** of the proposal, the **methodology**, the **curricular justification**, the **legal framework**, the **distribution and temporalization** of the reading promotion plan, the development of each of the **sessions and activities** that compose the proposed reading plan, and finally, the **assessment**.

1. Selected Materials: *Black Enough* by Ibi Zoboi

This didactic proposal is a reading promotion plan by means of YAL literature, concretely, by using Ibi Zoboi's *Black Enough*. This work is a compilation of short stories that delve into the thoughts, experiences and daily struggles of black teens. This anthology tries to challenge the stereotypes that are typically associated to black people. As a result, the composition present black kids, mostly from the LGTBI community, who go from childhood to technological summer camps, who love comic books, or who do not know anything about rap or basketball. In general, we have young black kids who live, just like any other person, and who have similar concerns and problems as anyone else: how to tell their parents that they want to follow a different path than the one they already created for them, how to get into a college where they do not know anyone, or how to seduce the girl they like. All in all, they are normal people, with normal problems.

In spite of the fact that this anthology focuses on what it is like to be young and black within the American society, what matters for this proposal is that the selected materials include reading texts which are highly related and linked to the experiences, concerns and problems of those adolescents who are reading them. Consequently, the constant associations the EFL learners might create between them and the short stories, and also the fact that they may be identified with the characters or situations that are narrated, can serve as motivation to read the stories. That is why, the main point of this reading promotion plan is, as it will be further exposed in the following subsection, to get them to enjoy reading the texts and to involve them as much as possible in the activities proposed.

This didactic proposal is intended for EFL students to read and work with the following short stories:

1. **"Half a Moon" by Renee Watson:** Raven is a seventeen-year-old teenager who is working as a counsellor at Oak Creek summer camp, where she goes each summer. However, this time her younger half-sister Brooke is also attending the camp. Raven is not very fond of her as Brooke is the reason why Raven's father abandoned her and her mother, when she was only seven years old. Nevertheless, despite the past feelings, some events taken place during the camp and picking on Brooke will create a strong bond as sisters between them.

2. **"The Trouble with Drowning" by Dhonielle Clayton:** Lena, a teenager from a wealthy area of Washington DC is mourning the loss of her twin sister, Madelaine, who has recently committed suicide by drowning herself mainly as a result of their family's unwillingness to tackle her mental health issues. Their strong bond prevents Lena from moving forward as she keeps on seeing her sister and talking to her before her death, by thus showing how difficult is to cope with grief and loss involving a loved one.

3. **"Stop Playing" by Liara Tamani:** A young girl named Keri meets a boy at a Church beach retreat and ends up being in the middle of a love triangle with her ex-boyfriend and this new boy, Brandon. Keri's toxic ex keeps on trying to pressure her into sending him some inappropriate selfies while she is trying to meet the new boy.

4. **"Gravity" by Tracey Baptiste:** This short story shows just a few minutes of the experiences on a dancefloor of a Trinidadian girl who is not only involved in sexual assault but also in victim blaming. It is thus portrayed the idea that women could be "asking for it", which has become really widespread in nowadays society. Thanks to this story, we can perceive a polarized view of the situation; on the one hand, a boy who understands it as fun and pleasure, and on the other hand, a girl who can only think about the assault and its consequences both for herself and for her perception or reputation within the society.

5. **"Wild Horses, Wild Hearts" by Jay Coles**: Tank Robinson, a teenager belonging to the four-people all-Black only family residing in North Salem falls in love with Skyler Smith, the son of The Robinson's racist and homophobic neighbours and potential enemies. Their blossoming relationship clearly attempts to defy both their parents' expectations, which keeps on throwing obstacles in their way.

2. Justification of the Selected Materials

The main reasons to choose the previously presented reading materials may be firstly found in the fact that using specific short stories that belong to the same compilation **in an isolated way** may guarantee that each of them is consciously selected so as to adapt to the actual proficiency level of the students in the target language. Not everything within an only composition may be suitable for a particular group of students; however, the selected pieces may result in a successful application of literature in the EFL context. Moreover, another reason why these short stories have been chosen may be encountered in the fact that they perfectly meet the **intellectual and emotional maturity** of the EFL learners, which will be essential so as to let learners connect with the reading pieces and strongly awake in them a taste for reading.

Besides this, an additional reason may be found in the need of using **authentic materials** within the EFL classroom. As it has been previously mentioned, the exposure of EFL learners to authentic pieces of texts places students in contact with genuine representations of the target language which bring different language styles or registers closer to them. This real use of language helps the EFL learners to achieve a more proficient level of competency in the target language, and consequently, prepare them for real-life reading and spoken experiences.

Along the lines of the authenticity of the materials, another reason when choosing these short stories may be found in the desire of disposing of the use of **graded readers** in the EFL classroom. Graded readers are commonly perceived as a truly plain and demotivating way of addressing literature within the EFL context. Furthermore, these compositions do not present a real use of English language since the language has been adapted to students' needs by thus turning into a kind of pre-fabricated language. Consequently, the reading practice becomes more superficial and less demanding as EFL learners are going to understand the text, but they are not going to be exposed to a use of language in real contexts.

Eventually, the last reason when selecting these concrete short stories may be found in the importance of giving visibility to literary pieces written by **ethnic minorities** in this case, African American literature. It is widely known that the compositions that have traditionally occupied the literary canon were mostly written by mainstream white authors. For this reason, the fact of including this ethnic literature within the EFL classroom may contribute to place this kind of compositions in a more prominent place within the literary field. This process of moving from the use of traditional literature is especially argued in Burnett & Fonder-Solano (2002), who reinforce the importance of "using as many marginal writers and texts as mainstream

works" (p. 92). In the same vein, the selected literary pieces aim at breaking away with the **mainstream British English language** or British background and culture which is commonly portrayed in most student books at the Secondary educational level.

All things considered, if Lazar's approaches to the use of literature are taken into account, the short stories presented in this proposal will be addressed not only from the language-based approach but also from the perspective of literature as a means of personal enrichment. In this case, the final goals of the use of literature in the EFL classroom are both to deal with language in context and also to let the learners establish connections between the texts and their personal experiences so as to increase their engagement and to improve their attitudes towards the reading pieces. In the end, the final goal is that EFL learners can express their feelings, thoughts and personal opinions regarding the reading texts. All in all, it seems not surprising that the selected short stories might be highly attractive and motivating for EFL learners by thus awakening in students a taste for reading which allows them to see reading as a key strategy for learning.

3. Main Aims of the Proposal

Considering what has been exposed before, the **main aim** of this proposal is to promote reading through texts whose topics and issues are very relevant for adolescent students, understanding thus that the reader is not a passive subject who merely reads the text, but rather that by reading he/she can reflect and express his/her opinion about the reading text and their own reality and concerns, while at the same time improving their linguistic competence in the English language. Additionally, it can be also stated that this didactic proposal aims to promote certain cultural values and social issues which appear within the reading texts and which may be also part of the EFL learners' daily lives.

In this regard, this proposal is primarily intended to:

- Enhance extensive reading among EFL learners by thus promoting reading inside and outside the classroom.
- Increase EFL learners' motivation when facing a literary text.
- Turn the reader into an active participant within the reading practice.
- Let the students make relations between the problems, concerns, and issues appearing in the texts and those of their own.

Additionally, some of the **secondary goals** are aimed to:

- Give visibility to ethnic minorities by thus broadening the EFL learners' mindset.
- Expose EFL learners to non-British mainstream English language.
- Promote certain universal values that may prepare students both socially and culturally to avoid prejudices and face situations that require tolerance.
- Propose some activities and tasks that foster a positive learning environment and promote EFL learners' critical and thinking skills.

4. Methodology and Methodological Strategies

As it has been previously mentioned, the use of literature in the EFL context is in this case tackled both from the **language-based approach** and from the perspective of **literature for personal enrichment** since the main aim of the proposed reading promotion plan is to work with genuine representations of the English language in use within real contexts while at the same time letting the learners actively interact with the reading texts by establishing connections between such texts and their personal experiences in an attempt to awaken in them a taste for extensive and aesthetic reading.

Concerning the methodological strategies, this didactic proposal lays its foundations on the **communicative approach**, and more concretely, on the development of the communicative competence since as it has been already seen, the final goal of learning a language is to achieve a successful communication and interaction in real-life contexts involving such target language. Moreover, this communicative approach boosts learner-centred teaching by making students active participants in their learning process, and by assigning the teacher the role of a facilitator. All in all, the main point of this teaching practice is to make EFL learners capable of communicating and interacting with other speakers by fluently using the foreign language, regardless of the possible mistakes and the lack of grammatical correctness since they are part of the acquisition process. Consequently, this proposal is not intended to deal directly with the foreign language from a theoretical point of view, but to focus on practicing it and using it to communicate in real life situations.

Along these lines, the methodology of this didactic unit will be also oriented to promote **learning based on competences**; that is, learning in an active, engaging and participative way. The learner will thus adopt an autonomous and effective role as he/she will be part of his/her

own learning. As the methodological principles set out in the ORDER EDU/363/2015 expose, "one of the key elements in teaching by competencies is to awaken and maintain student motivation, which implies an active and autonomous approach to the role of the student, aware of being responsible for his or her own learning" (p. 32525; my translation). Subsequently, this methodology demands the student to adequately use the different types of knowledge, skills, attitudes and values in an attempt to construct a meaningful learning. As established in Article 2 of the ORDER ECD/65/2015, the key competences of the curriculum that hold the attention of this proposal may be the following:

a) Linguistic communication: As the didactic proposal is set around English as a foreign language, this competence will be addressed during the whole educational plan since it constantly requires socialization by asking EFL students to interact and communicate with other individuals while interrelating the different skills of a foreign language. In addition, linguistic communication skills represent a way of understanding and connecting with cultural diversity, which has a special significance in the context of a foreign language.

c) Digital competence: This didactic proposal also involves a critical and positive use of information and communication technologies in an attempt to adapt the teaching-learning processes to the new changes of today's digital educational environment. Consequently, EFL learners are expected to effectively use technological resources so as to solve problems or convey some specific tasks proposed within the proposal in an efficient way.

d) Learning to learn competence: In the same way, this didactic proposal aims to increase students' motivation to learn and to persist in such learning by organizing and managing it. That is why, the activities introduced by this reading promotion plan are also intended to generate regular curiosity and make EFL learners feel protagonists of the teaching-learning process.

e) Social and civic competences: The character of some activities included in this didactic proposal expects to prepare EFL students to successfully participate within the society by effectively making decisions and solving problematic situations. To sum up, this plan is intended for students to learn how to live together in society in a peaceful and tolerant way.

f) Sense of the initiative and entrepreneurial spirit: In relation with this previous competence, this didactic proposal also aims to prepare students to make the necessary decisions and embrace the right attitudes so as to achieve their social, personal and academic goals by trying to promote creativity, innovation, autonomy and self-sufficiency.

d) Cultural awareness and expressions: Lastly, as the terms set by the ORDER ECD/65/2015 establish, this competence implies knowing, understanding appreciating and valuing the different cultural and artistic manifestations with a critical but also open and respectful attitude as they must be perceived as a source of enrichment and personal enjoyment. Consequently, the issues tackled within the short stories included in this reading plan and the activities designed to work with these issues may positively contribute to enhance cultural awareness among EFL students.

Considering this, this didactic proposal has contemplated various teaching strategies that are intended to be applied throughout the development of the sessions. Firstly, **collaborative and cooperative learning** is regarded as the most important one, so it will be included in order to promote student-student interaction by thus abandoning the teacher-student link which has traditionally dominated the teaching and learning process, and which does not guarantee in most of the cases a meaningful learning. As it will be further explained, students will work in coordination with each other so as to solve some of the proposed tasks and activities. In this way, they will have the opportunity to learn about the strategies and methods that their classmates used to solve the same activities, and can apply them in other contexts. Besides this, another strategy which is closely related to learning based on competences concerns the **use of ICTs** since this didactic proposal considers the use of digital devices and new technology as an essential tool for educational enrichment. Additionally, **game-based learning** has been also regarded as an important aspect that contributes to students' motivation and involvement in the sessions. That is why, this proposal will try to present attractive activities and tasks that may remove students from the classroom routine they find tedious. All in all, the strategies exposed heretofore, may help not only to guarantee a meaningful learning, but also to promote a climate of coexistence within the classroom as well as a good relationship not only between teacher and student, but also between student-student.

5. Context and Curricular Justification

Regarding the context, this didactic proposal is intended for the first level of the non-compulsory Secondary education; that is, for **1º de Bachillerato**. The main reasons to choose this level has to do with the fact that EFL students belonging to this grade have voluntarily decided to continue their studies by enrolling the Baccalaureate program. Subsequently, it may be possible that their attitudes towards the EFL subject are much more positive than those in

the lower levels. Besides this, the fact that this level does not receive the pressure of the national examinations (EBAU), as it happens in the following level, may effectively contribute to the application of literature in the EFL context.

The **teaching load** of English as a first foreign language varies throughout the development of the Compulsory Secondary Education as well as during the Baccalaureate. According to the ORDER EDU/363/2015*, issued May 4, which establishes the curriculum and regulates the implementation, evaluation and development of the baccalaureate in the Community of Castilla y León*, in the case of the grade this didactic proposal is addressed to, the teaching load is 3 hours per week.

In order to better understand the nature of this didactic proposal, it essential to move onto the examination of the **curriculum** that lays the foundations of this reading promotion plan. By taking a closer look at the **national regulations**, it can be appreciated that not too much consideration is dedicated to the reading practice. In fact, there are not many allusions to the application of literature as a necessary tool within the EFL classroom, by thus evincing that the reading of literary pieces is a practice that is somewhat reviled in our current educational system. It can be appreciated that some sections of the Royal Decree 1105/2014, *issued December 26, establishing the basic curriculum for Compulsory Secondary Education and Baccalaureate*, such as, Articles 15 or 29, do include some guidelines on how to address the habit of reading at high-school, by determining that some time will be dedicated to reading in the teaching practice of all subjects in order to promote the habit of reading. In fact, such Articles reinforce the idea that the educational administrations must promote "the necessary measures so that some activities aimed at stimulating the interest and the habit of reading as well as the capacity to express oneself correctly in public are included in the different subjects" (p. 192; my translation). Similarly, Article 25, which enacts the main objectives of Baccalaureate, contemplates "to strengthen the habits of reading, study and discipline, as necessary conditions for the effective use of learning, and as a means of personal development" (p. 188; my translation). Nonetheless, the total number of allusions to the reading practice within the national Government Gazette is still limited. Moreover, the consideration of reading literary texts does not seem to be generally even contemplated, and even less in the EFL context.

In the same way, there are no many explicit mentions to the use of literature in the EFL context within the **regional regulations**. True enough, some sections from the ORDER EDU/363/2015*, issued May 4, which establishes the curriculum and regulates the*

implementation, evaluation and development of the baccalaureate in the Community of Castilla y León, such as Article 8, dictate that "[i]n the different subjects, activities will be developed to promote motivation, stimulate interest and the habit of reading and study, as well as the skills for correct oral expression in public and written" (p. 32486; my translation). Besides this, some other sections, such as Articles 21 or 50, add that every department must promote didactic programming and syllabus which include "[some] measures to stimulate the interest and habit of reading and the ability to express oneself correctly in public and in writing" (p. 32497; my translation). However, despite including some allusions to the reading habit, it does not consider how to apply literature within the EFL context. Additionally, if we consider those sections of the regional curriculum restricted to EFL teaching, and more particularly, those sections specifically devoted to the academic group the proposal is intended for, it can be also perceived that some allusions to the use of literary texts in the EFL classroom are only included within the category devoted to the comprehension of written texts. Consequently, some criteria related to learners' ability to "follow without difficulty the plot line of clearly structured fictional stories and short novels, with simple and direct language, in a standard variety of the language" are included. Nevertheless, no more explicit mentions to the use of literature within the EFL context may be found in these sections.

Once the terms of the legislation have been considered, it can be concluded that neither the national nor the regional regulations excessively contemplate the use of literature as a vital tool for EFL learning-teaching processes, even though it may contribute to improve the learners' academic, intellectual and personal development. In any case, as the main axis of this didactic proposal is constituted by a joint enhancement of language, personal growth or enrichment and cultural awareness through the application of literary texts to the EFL context, this reading promoting plan may be understood as a way of overcoming the difficulties that may arise when using literary texts in the EFL classroom, by consequently achieving that more importance is given to literature in EFL teaching within the educational curriculum.

6. Legal Framework

Regarding the legal framework, this didactic proposal takes primarily into account the legislations belonging to the first curricular concretion level, considering both the regional, national and international legal frameworks. First of all, in order to limit this didactic proposal to one of the Spanish regions (meso level), this reading promotion plan is intended to be applied

within Castilla y León, by thus considering the fact that it will be supported by the **ORDER EDU/363/2015**, *issued May 4, which establishes the curriculum and regulates the implementation, evaluation and development of the baccalaureate in the Community of Castilla y León,* especially by those sections from devoted to the first foreign language teaching for the academic level 1º Bachillerato as they are crucial to formulate the main objectives, contents and assessment criteria of this didactic proposal.

Moving onto the macro level, that is, the national legal framework, this didactic proposal firstly takes into account the terms set by the **Royal Decree 1105/2014**, *issued on December 26, which establishes the basis of the Compulsory Secondary Education and Baccalaureate curricula.* This document will be essential so as to determine the competences that characterized Baccalaureate as well as the regulations for the specific academic level this proposal is intended for. However, this reading promoting plan is also supported by the **Ley Orgánica para la Mejora de la Calidad Educativa** *issued on December 9, 2013*, and the recently issued **Ley Orgánica de Educación 3/2020**, *December 29, which modifies the Ley Orgánica 2/2006, issued on May 3* as both of them are the general regulations for the whole national territory. Furthermore, still considering the national scope, the **ORDER ECD/65/2015,** *issued May 21, which describes the relationships between the competences, contents and evaluation criteria of primary education, compulsory secondary education and baccalaureate,* is also taken into account since some of the Articles included in this document such as Article 2 will be also of benefit when regulating the key competences that guide the learning-teaching processes and the methodological strategies to be applied.

Eventually, as the didactic unit is obviously meant for a foreign language, it is also essential to consider the international standards set by **The Common European Framework of Reference for Languages (CEFRL)** which propose a progression based on the acquisition of several competences and describe what students must be able to do in the foreign language, defined in four skills: oral comprehension, written comprehension, oral expression and interaction, and written production. In fact, the regional regulations (ORDER EDU/363/2015) contemplate the important role of CEFRL in EFL teaching by arguing that first foreign language should adopt "the action-oriented approach inherent in the Common European Framework of Reference for Foreign Languages" (p. 32785; my translation). The final aim of these regulations is to prepare the EFL students for real communicative contexts in which they will be called upon to interact.

7. Distribution and temporalization of the reading promotion plan

Due to the fact that this is a reading promotion plan, this didactic proposal is intended to be put into practice during the whole academic year. As it can be appreciated within the following figure (Figure 3), the selected materials will be distributed along the whole academic year by following this organization: two short stories will be covered during the first trimester, one during the second trimester, and finally, another two short stories during the last and third trimester:

	Timing	Short story
1st trimester	October	*Half a Moon*
	November	*The Trouble with Drowning*
2nd trimester	February	*Stop Playing*
3rd trimester	April	*Gravity*
	May	*Wild Horses, Wild Hearts*

Figure 3. Distribution and temporalization of the reading promotion plan

Each of the short stories will be covered in two ordinary EFL sessions of 50 minutes. Subsequently, this didactic proposal includes a total number of 10 sessions. Moreover, it is also important to mention that the two ordinary sessions which are devoted to each of the short stories have a different character since the first sessions have been regarded as pre-reading sessions which are supposed to occur before the EFL students read the short story in question, while the second sessions have been designed as post-reading sessions since students are supposed to have already read the short story and will consequently, work with it more in depth. For this reason, it can be said that students will work with each short story for two weeks, by thus having a week to read the short story on their own after covering the pre-reading activities and before conveying the post-reading session.

8. Development of the sessions and activities

It is essential to mention that in order to follow the guidelines concerning the length of the dissertation, the sessions and activities designed for this reading promotion plan are explained in the Annexes. Consequently, as it can be appreciated in Annexes (Annex 1), this didactic proposal addresses the reading practice and the literary text from two different points of view. That is why, each of the short stories included within the reading promotion plan is

worked both in a pre-reading session which attempts to prepare EFL students for the reading text while activating their schemata, that is, recalling their prior knowledge so as to be able to apply it when reading the texts, and also in a post-reading session which aims at working with some aspects of the reading texts once the whole information has been read by students.

Consequently, as it can be also seen in Annexes, most of the activities developed during the pre-reading sessions have an inferential character as they require the EFL learners to make some predictions and guessing based on some passages, lexical items or titles of the reading text. In the same way, these sessions are also intended to deal with some of the most relevant issues and topics appearing in the reading texts, but in a broader sense and from a general perspective, that is, without relating these issues to some features, characters or elements that characterize the short story itself. On the contrary, the post-reading sessions are aimed at applying the gained knowledge on these issues to the comprehension of the reading text itself. As a consequence, students are most of the times asked to critically reflect on various matters while at the same time trying to support their views by substantiating them to the evidence appearing within the short story. All in all, these post-reading sessions attempt to promote those activities which establish learners as autonomous individuals who consciously and deliberately think and participate within the teaching-learning processes by thus enhancing their own critical thinking skills and acquiring the necessary values that prepare them for taking part in academic, personal and social contexts. In any case, despite having a different character, both type of sessions (pre and post reading) revolves around the same kind issues.

Taking this into account, the main social issues, struggles and concerns that are exposed within the short stories and which the EFL readers may feel identified with can be appreciated in the following figure (Figure 4):

Short Story	Main issues to tackle
Half a Moon	Family bonds, bullying (fat shamming) and the struggle to decide whether to fit into the group or to do the right thing.
The Trouble with Drowning	Death, suicide, loss, grief and mental health issues.
Stop Playing	Body positivity and self-respect, danger of internet and sending pictures online, toxic love relationships and the true value of friendship.
Gravity	Sexual harassment, sexual assault and victim blaming.
Wild Horses, Wild Hearts	Homophobia, racism and tolerance.

Figure 4. Main issues addressed by the short stories included within this proposal

9. Assessment

Due to the nature of this didactic proposal, the assessment will be essentially characterized for being continuous, formative and integrative. Subsequently, the whole learning-teaching process during the entire reading promotion plan will be taken into consideration so the evaluation will not be limited to an isolated assessment of a final product. As this proposal introduces a reading promotion plan, it is not strictly important to focus on specific grammatical or linguistic aspects, but rather to take into account the students' attitudinal aspects when dealing with literary texts, and more specifically, when carrying out the activities and tasks included in the proposal. That is why, as it can be seen in Annexes (Annex 25), the main assessment tool contemplated within this proposal consists in a rubric that takes into account both linguistic and attitudinal elements.

Besides this, as the didactic proposal is designed as a reading plan, it is also necessary to evaluate the students' attitudes towards reading with a self-assessment questionnaire in which, after having completed the sessions, they can give their opinion about the proposal. Thus, the students will complete the same self-evaluation questionnaire after each short story or at the end of each trimester to see their opinions and perceptions, and thus be able to keep track throughout the annual reading promotion plan. As it can be also appreciated in Annexes (Annex 26), by means of this questionnaire, EFL students may state if they have liked or been interested in the texts, their opinion and reading habits, their opinion about the type of activities or if they have felt comfortable dealing with these issues. Moreover, the questionnaire poses 7 questions, including both open-ended (short and long answer) and closed-ended (dichotomous and categorized) questions. Consequently, the questionnaire is clearly structured and closed, as well as uniform for all the subjects studied. Likewise, it tries to follow a specific order marked by the subject matter or interest in the matter to be investigated, and tries not to be excessively extensive so as not to saturate the students. In any case, what it is important to remember is that in order to successfully carry out this plan, the teacher needs to receive feedback from the students and see how they respond, so as to identify both the strengths and possible weaknesses and make some changes in order to improve it for the next term.

IV. CONCLUSIONS

As it has been exposed throughout the different sections of this dissertation, the introduction of Young Adult Fiction into the classroom has proven to be an appropriate way to introduce literature within the EFL Secondary context. The main reason for this is that this kind of literary texts may meet the needs and match the tastes of Secondary EFL students. As a matter of fact, Young Adult Literature tends to present some experiences, concerns and problems which may be closely related to those of teenage students who can feel identified with the characters and issues narrated within the literary text, and consequently, their reading motivation may increase. Along these lines, the previously presented reading promotion plan may be a right proposal to let students make this kind of connections between the realities exposed within the literary texts and their own reality, thus adopting a much more positive attitude towards literature, and increasing their engagement and involvement in the activities proposed when working with them. Besides this, the didactic proposal sheds some light on how to turn the EFL learners into active participants within the reading process by suggesting some activities that may also contribute to change the students' perceptions on literature and reading. In this regard, this reading promotion creates an interactive process between the reader and the text since readers are expected not only to extract its meaning but also to reflect about it and react critically. As a result, the constant connections between the experiences appearing in the text and those of the EFL students may enhance their motivation and attitudes towards reading while at the same time promoting their linguistic and communicative competence in the foreign language.

Like any didactic proposal, this reading promoting plan exhibits both some possible limitations and strengths. On the one hand, among the **possible limitations** and problems that may arise when implementing this proposal into a real EFL classroom, the main point is that it has not been developed during the Practicum as the EFL groups already counted on a reading promoting plan which revolves around other kind of literary texts. Consequently, the fact of not being able to put the reading plan into real practice may leave the door open to unexpected negative attitudes towards the literary texts on the EFL learners' behalf. In this regard, EFL learners may not read the literary texts in question either because they do not completely understand them, or because they are not motivated by them, or simply because they do not want to do so. In any case, the questionnaire given to the students after each reading or each trimester may serve to identify any existing problem of this kind by delving into the students'

attitudes towards the literary texts so as to try to find a solution to these complications. Besides this, another limitation for this didactic proposal concerns the fact that EFL students may not feel comfortable enough with the issues addressed within the short stories. Nevertheless, it is essential to point out that no learner will be forced to carry out any task he or she finds no inconvenient or uncomfortable. Moreover, this questionnaire may also help the teacher to know the learners' opinions towards the activities and issues proposed within the reading promotion plan.

On the other hand, this didactic proposal also exhibits some revealing **strengths** regarding the use of literature in the EFL classroom and what may be achieved through its introduction into EFL teaching. After what has been exposed heretofore, it seems evident that one of the main strengths of this proposal is the use and application of literature into the Secondary classroom as a means of personal enrichment and growth for the students. Consequently, this didactic proposal underlines the idea that literature may be a very useful tool within the classroom and that more importance needs to be given to literature within the educational sphere, especially in foreign languages as it serves not only to promote the linguistic and grammatical aspects that build learners' communicative competence but also to introduce and work with several values which are not commonly addressed within the classroom and which may highly influence and impact the EFL learners' experiences.

In conclusion, this dissertation and its didactic proposal reinforce the importance of reading within the EFL Secondary context and evinces the benefits of its application in the actual classroom. The reading promotion plan serves thus to offer a way to address literature within the EFL classroom by means of Young Adult Fiction in an attempt to prove that EFL students' motivation and attitudes when reading may be enhanced if the reading materials are appropriately selected and meet the needs or interests of the learners.

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<u>**VI. ANNEXES**</u>

Annex 1. Didactic Proposal - Reading Promotion Plan

"Half a Moon" by Renée Watson

Session 1: Pre-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Making Predictions
Type	Introduction
Timing	10 minutes
Organization of the classroom	Individual work + Whole class (sharing stage)
Material(s)	- Excerpt from the reading text (see below)
Aim	- To infer in general terms the possible plot of the short story as well as some relevant events that might happen. - To make connections between the inferred ideas and the information presented within the extracted excerpt.
Description	The students are shown the following excerpt containing the first paragraphs of the short story and they are asked to go through it so as to make some predictions and infer what might happen within the plot of the story. Students are asked to write some notes or lines about what they think and their ideas will be shared and commented all together. However, students

are also required to keep the piece of paper they have written so as to be able to prove if they are right or wrong once they have read the short story.

> DAY ONE: SUNDAY
>
> *Dad left when* I was seven years old.
>   Mom thinks I was too young to remember Dad living with us, that I am holding on to moments I heard about but don't really know for myself. But I am seventeen years old now and I know what I know. Mom is much further from seven, so maybe she doesn't understand that at seventeen years old a person can still remember being seven, because it wasn't that long ago.

Activity 3	
Title	Half-Sisters – Half a Moon
Type	Development
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	None
Aim	- To activate schemata by making connections between the title of the short story and some key elements of the plot so as to be prepared for the reading text.
Description	Once they have made some predictions on the short story in general terms, students are told that one important feature of the main characters in the story (Raven and Brooke) is that they are half-sisters. First of all, the whole class is asked aloud if they already know what does this concept mean and if they know some examples of half-siblings so as to guarantee that all the students understand this idea. Then, students are organized in pairs and they are asked to reflect about the possible connection between the title of the book and the concept of 'half-sisters'. If students seem to have some difficulties when discussing, the teacher may elicit some questions such as the following ones: - The concept 'half' means that there are two equal parts of something, could this notion be applied to the sisters? - Can you think of some other lexical items that make use of this component 'half'? (e.g., *half an orange, half a page…*) - Which can be the similarities between the halves of the moon and the fact of being half-sisters?

Activity 4	
Title	Bully Messages – Mind Map
Type	Introduction
Timing	10 minutes
Organization of the classroom	Individual work + whole class (sharing stage)
Material(s)	- Mentimeter platform - QR Code to access the word cloud (see Annex 2) - Digital Screen, PC, Projector. - Poster containing fake WhatsApp messages (see Annex 2)
Aim	- To brainstorm by giving three lexical items which allude to some of the feelings of a bullied teenager when receiving intimidating messages.
Description	Students are shown a poster which contains a fake WhatsApp conversation in which the receiver is sent some intimidating and bully messages. The point is that these messages are some of the offenses and abuses that are committed to one of the main characters in the short story, Brooke. The main aim is thus to prepare students for one of the most relevant themes addressed within the short story by tackling bullying when dealing with fat shamming. The students are asked to read the messages and imagine that they are the ones who receive them. Once the students have read the conversation, they are asked to brainstorm ideas by using Mentimeter App in an attempt to create a word cloud with some of the feelings that the individuals who are victims of such bullying might experience.

Activity 5	
Title	Finding a Solution to Bullying – Discussion
Type	Development / Application
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Sheets of paper containing several bully cases (See Annex 3)
Aim	- To raise awareness and reflect on bully situations while anticipating to some issues that may be exposed within the short story.
Description	Each group of students is randomly given a piece of paper which contains a situation involving different types of bullying. The group is asked to make decisions and reach agreements so as to find a solution to the concrete situation they are exposed to. At the end, if there is some time left, students may share their conclusions in order to prove if the proposed solutions are similar and to conclude if there are some common ways to mitigate these problematic situations.

	The possible solutions are expected to revolve around the fact of raising awareness, educating individuals, confessing the existence of these situations and not remaining silent in the face of harassment. Some examples of these bully cases can be seen in Annex 3.

Session 2: Post-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Building and Reinforcing Family Bonds
Type	Introduction
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	- List of statements about family issues (see Annex 4)
Aim	- To provide some arguments to support a personal opinion when judging some given statements.
Description	As it has been seen within the short story, another highly noticeable issue concerns family ties and the power of the family bonds among individuals. In this case, the short story presents both the bonds of Raven with her mother or grandmother, and also her lack of bond with her half-sister, which ends up being solved and reverted. That is why, for this activity students will be given a list containing some statements regarding family and family

	ties, and by working in pairs, they have to discuss whether each of these statements is true or false according to them by giving some arguments which support their opinion. Some examples of the statements can be seen in Annex 4.

Activity 3	
Title	The Iceberg Metaphor
Type	Development
Timing	20 minutes
Organization of the classroom	Individual + Group work
Material(s)	- Worksheet with the iceberg drawing (see Annex 5) - Selected passage from the reading text
Aim	- To understand others' identity and avoid making assumptions based on bias and stereotypes.
Description	The starting point of this activity is the following passage, which appears almost at the end of the short story: The old woman says, "There's no such thing as a half sister." She walks over to the door, opens it. "Just like the moon," she says. "There's no such thing as a half moon either." Brooke looks at me for confirmation and I shrug. The woman motions us to the door. "Look at the sky. Sure, there's a half moon tonight that we can see, but the full moon is always there," she tells us. "We see the moon because as it revolves around the Earth, only the part facing the sun is visible to us." The woman stops talking and takes a long look at us. "Most times we only see part of a thing, but there's always more to see, more to know." She winks at me, says, "You understand what I'm saying?" The students are thus asked to assimilate the following sentence: **"Most time we only see a part of a thing, but there's always more to see, more to know."** Then, the teacher introduces the theory of the iceberg; when we see an iceberg, we only see a small part of it; around an eight or thirteen percent of it above the waterline. People are commonly like icebergs since only a few parts of their identity and personality are visible above the waterline. That means that many characteristics, experiences and dimensions of a person will be under the waterline so we cannot immediately see them at a first sight. Once they have understood this metaphor, students are given a sheet of paper containing the shape of an iceberg (see Annex 5) in order to complete

it by presenting some characteristics or features of their own personality and identity that are both below and under the waterline.

Once they have completed the iceberg, students are asked to reflect for some minutes in groups about this metaphor and its applicability. Some questions which might help the discussion:
- Is it a useful tool to understand the identity of a person?
- Are we usually challenged by our biases when meeting a person even though we only see below his/her waterline?
- Do you usually make assumptions about someone without thinking about what is under the waterline?

Activity 4	
Title	Fitting in the Society - Discussion
Type	Development / Application
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Short story "Half a Moon"
Aim	- To develop critical thinking skills when giving and supporting an opinion within a group discussion about the social expectation and the fact of fitting in society.
Description	For this activity, students are presented with this situation: When Raven sees some abuses and assaults on Brooke at the summer camp, she might not intercede because of what the society would say about her. None of the camp members know that she has a half-sister so she thinks it will be better to remain silent about that issue so as not to alter the way other see her. In the end, by doing so, she is adjusting to the social expectations of society, that is, to the ideas we have about how a person in our social environment will behave in the future or in a given situation. By maintaining the same groups than on the previous activity, students are asked to reflect about this idea by always substantiating to the evidence appearing of the short story and by giving examples of the events that occur to its main characters: **Is it a good idea to conform to the expectations of society?**

"Gravity" by Tracey Baptiste

Session 1: Pre-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	"Asking" for It
Type	Introduction
Timing	8 minutes
Organization of the classroom	Pair work
Material(s)	- Poster containing some of the reasons why women are usually blamed (see Annex 6)
Aim	- To activate schemata by understanding and reflecting upon victim blaming so as to be prepared for the reading text.
Description	In an attempt to introduce the students a relevant topic appearing in the short story which is 'victim blaming', students will be presented some of the most recurring questions and concerns when considering sexual harassment and abuses towards women. After examining these questions, students may better understand the concept of victim blaming; an attitude which suggests that the victim rather than the perpetrator bears responsibility for the assault. Moreover, as the poster proves, some of the reasons which are commonly attributed to women in these situations are: clothes, alcohol, behavioural attitudes, relationship status or lack of resistance. So once students have gone through all questions, they are asked to work in pairs and think of some other reasons that may be exposed when attempting to shamelessly justify the sexual abuses practiced against women by consequently blaming them.

Activity 3	
Title	Blamer Media
Type	Development
Timing	12 minutes
Organization of the classroom	Group work
Material(s)	- Posters and advertisements (see Annex 7)
Aim	- To anticipate some of the gender issues addressed within the short story by commenting on different posters and advertisements.
Description	In order to prepare students for the main topic of the short story they will have to read for the following session, they will be presented several sexist advertisements and posters which discriminate women by portraying women in an inferior position in comparison to men. The idea is to make students reflect on what is exposed in these materials so as to introduce the concept of victim blaming and the underprivileged and disregarded position that women are usually submitted to if compared to men. To do so, the students will see in detail each of the advertising posters so as to lastly put in common their reflections and thoughts about them. Some questions that the teacher might elicit to enhance learners' participation: - Do you think that these ads present negative connotations towards women? How are they portrayed in these pictures? - Are the ads trying to justify male actions by blaming women? - Do you think that these adverts are still being produced?

Activity 4	
Title	Breaking News
Type	Development / Production
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Several news appearing on newspapers and online platforms (see Annex 8).
Aim	- To analyze how gender issues such as victim blaming and sexual harassment are addressed by the press.
Description	Once the students have noticed the main differences between the perceptions of men and women as well as the negative connotations and assumptions commonly made regarding women, gender issues may be better understood within the classroom. The stereotyped views and the dichotomic position of both men and women in our society can be thus perceived, especially when dealing with issues such as sexual harassment, abuses and victim blaming.

Nevertheless, the next step is to take a closer look to the press and how these matters are dealt with within the media.

For this reason, in this activity, students are required to work again in the same groups than before. Some news appearing on newspapers and online platforms will be compiled, and one of them will be given to each of the groups. The members of the group have to read the information presented in the news and identify:

- What has happened?
- Who is the victim?
- How is he/she portrayed within the news?
- Is his/her depiction somehow stereotyped?
- Which is the position of women and men? Are they at the same level?
- Do you think that the actions of the abuser are being justified? How?

Once students gather this information, their answers will be shared aloud.

Activity 5	
Title	Victim Blaming Headlines
Type	Application
Timing	10 minutes
Organization of the classroom	Group work
Material(s)	- Some news appearing on newspapers and online platforms (see Annex 8).
Aim	- To modify some news' headlines so as to avoid stereotypes and negative connotations when dealing with gender issues.
Description	In order to finish this session, students will work again in the same groups. The starting point of this activity is set by the news that the students have worked with during the previous activity. However, in this case, students only have to focus on the headlines of the news. Each group has to decide how to make some changes so as to improve the headline of the news they have so as to avoid stereotypes and negative connotations.

*Note that some the news appearing on the links included do not nowadays preserve the original headline they had the day when they were published. Consequently, the affected groups will be provided with the original headline at the beginning of the activity (see Annex 8). |

Session 2: Post-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Dichotomic Emotional Graphic
Type	Introduction
Timing	15 minutes
Organization of the classroom	Pair work
Material(s)	- Worksheet containing the graph to complete (see Annex 9)
Aim	- To discern different points of view for the same experiences based on the short story evidence.
Description	As it can be noticeable, the meeting of the teenagers at the dance floor does not mean the same for both of them. That is why, for this activity students are asked to complete a graphic that represents the feelings and emotions of both characters at different points of the plot. The main aim is to identify how they gradually feel and whether their attitudes or behaviours change or remain the same. Consequently, students will be presented a graphic which contains some feelings and emotions on the vertical axis, and some quotes extracted from the reading texts which allude to different moments and experiences of the plot on the horizontal axis.

The result might evince that the attitudes of both the girl and the boy are quite different as her feelings are brutally altered as time passes by while the boy remains at every time careless, happy and dominant.
Once the students have completed the graphic, their answers will be shared aloud so as to reflect on the dichotomy between the way both of them feel. |

Activity 3	
Title	Who's to Blame? - Discussion
Type	Development
Timing	20 minutes
Organization of the classroom	Group work
Material(s)	- Short Story "Gravity"
Aim	- To develop critical thinking skills when giving arguments to support a concrete opinion within a group discussion.
Description	Once the students have perceived how both points of view concerning the meeting at the disco differ, they will be asked to take part within in a group discussion. For this activity, the whole group will be divided into two sub-parts. Students have to imagine they are at a court so as to evaluate a case dealing with sexual harassment and abuse. This trial is meant to decide the sentence of the defendant (the boy) because he has sexually utilized the girl. One half of the group has to support the harasser boy while the other half has to defend the female victim. Students may try to support their opinions and arguments with evidence extracted from the short story itself. The main goal of this discussion is to make students critically reflect and support a specific position or attitude within a debate even though that is not their own opinion on the subject matter.

Activity 4	
Title	Walking a Mile in her Shoes
Type	Application
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	- Worksheet to complete (see Annex 10)
Aim	- To understand the realia faced by one of the characters appearing on the short story by thus enhancing empathetic skills.
Description	In this last activity, students are asked again to work in pairs, as it happened in the second activity of this session. Students are given a worksheet and are required to think on what they have read so as to identify within the text those ideas or connotations that can be understood as female gender stereotypes that may be applied to the main female character of the short story.

	The idea is to compile these thoughts and notions so as to try to put ourselves in the place of the female victim by thus understanding the pressure derived from the judgments she is submitted to when she does not follow the pattern she is supposed to follow. In this way, students might connect with the victim shaming sexually assaulted women endure. It is essential not to forget the fact that when we put ourselves in another person's shoes, we increase our sensitivity towards what others experience. Consequently, thanks to this activity, students will be working on empathy by thus becoming more conscious of other people's feeling and enhancing respect and acceptance.

"The Trouble with Drowning" by Dhonielle Clayton

Session 1: Pre-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Negative Predicting
Type	Introduction
Timing	10 minutes
Organization of the classroom	Whole class
Material(s)	- Excerpt from the short story appearing below.
Aim	- To activate schemata by predicting some possible events within the plot of the short story on the basis of one of its excerpts.
Description	In this first activity, students are only shown the following excerpt belonging to the short story in question: "You'd never know anything was wrong. We could be frozen in a snow globe. The perfect family. If someone was watching us, if someone even shook up our ball, the little flakes would swirl around us, but we'd still be in these exact positions. And no one ever think bad things happen in our family." Once they have read this short passage, students are asked to predict and make some guessing about which these "bad things that happen in the family" could be. The idea is that students get gradually closer to some of the themes and issues appearing in the short story. Consequently, there will not be any wrong answer, as they do not know what is going on within the

	plot. Some questions that the teacher might elicit to foster learners' participation: - Which kind of bad events do usually happen within the family environment? - In your view, what are the bad things in the story related to?

Activity 3	
Title	Would You Change your Predictions?
Type	Introduction
Timing	10 minutes
Organization of the classroom	Whole class
Material(s)	- Title from the short story: "The Trouble with **Drowning**"
Aim	- To redefine the first impressions derived from the short story by reflecting on its original title.
Description	Once the students have made some guessing and predictions on the basis of the previously shown excerpt from the short story, they are also shown the original title of the short story. At this moment, they are offered the possibility to change some of their previous predictions and inferences since the words appearing in the title may change their first ideas. In this way, the group brainstorming will be extended another 10 minutes so as to include both the ideas that may derived from the previous activity and the new thoughts arisen when discovering the title of the short story. The expected results when doing this activity regard the fact that students may refine some of the relevant issues and themes dealt with in the short story, concretely those ideas concerning death or loss. Some questions that the teacher might elicit to enhance students' reflection: - Do you all know the meaning of the word 'drowning'? - If you think of this term, which ideas or thoughts come immediately to your mind? Which do you relate this word to? - Is this word somehow related to the death? Does it represent a way of dying, or not?

Activity 4	
Title	Myth versus Realities about Death and Dying
Type	Development
Timing	10 minutes
Organization of the classroom	Pair work

Material(s)	- List of both myths and facts concerning death (see Annex 11)
Aim	- To reflect upon some given statement by discerning which are myths and which are realities.
Description	Once the students have been introduced to the issues of death and loss, they are asked to work in pairs. Each pair is giving a worksheet containing several statements and they have to reflect on them so as to reach agreements and decide whether they are just false myths or true facts and realities. Once they have commented all the statements, their answers will be shared aloud so as to prove their guessing wrong or right. It is important to bear in mind that some of the statements may be in connection with mental health issues, which may be addressed within the following post-reading session.

Activity 5	
Title	Dying Matters – Group Discussion
Type	Application / Production
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	None
Aim	- To develop critical thinking skills when giving arguments to support a concrete opinion within a group discussion.
Description	In this last activity, students are organized into groups of four or five people (depending on the number of students conforming the class). Students are exposed to the following question which they have to reflect and discuss about: **Should the death of a loved one considered a joyful or a sorrowful occasion?** Some of the students belonging to each group must share some arguments to reflect and defend why death may be consider a joyful occasion while the rest must support the opposition opinion, that is, why it may be regarded as a sorrowful event. In this way, they will highly increase their critical thinking skills as they are required to defend a pre-established opinion, even if it does not represent their own thoughts.

Session 2: Post reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Dear Brother
Type	Introduction
Timing	10 minutes
Organization of the classroom	Whole classroom
Material(s)	- YouTube Video (see Annex 12) - Transcription of the video (see Annex 12) - Digital screen, PC and loudspeakers
Aim	- To demonstrate understanding of some of the main issues appearing on the short story by making connections with other existing materials.
Description	In order to start this post-reading session, students will be shown a YouTube video that evokes death, loss and grief by showing two brothers who might had been inseparable. However, one of them must now face the death of the other so the video shows them walking together and heading to look out over the see for a symbolic final farewell. Students will firstly see the video for a first time so as to grasp a general idea of what is shown. Once the have seen it, they will be asked aloud some questions about the video in order to prove they have more or less understood what it represents: - What do you think is the relationship between the two men? - Where are they going? - What are they doing in that place? - What is one of the men carrying inside a bag? - Do people honour their dead loved ones in this way in your country?

As it can be perceived, the images shown in the video are too moving, however, the lyrics of the poem recited during the video are much more meaningful than the clips. That is why, the video will be played a second time so as to allow them focus on the poem itself. Nevertheless, if the teacher sees some difficulties when comprehending the poem, the lyrics will be shown so that the learners can easily read them (see Annex 12).

Once the students have watched the video twice, they are asked to think the similarities between what they have seen and the short story that they have recently read. When discussing the connection between the video and the reading text, the teacher may elicit some questions so as to promote students' interaction:
- What are the similarities between the characters of the video and the characters of the short story?
- Which is the main issue that both materials have in common?
- Could the poem be somehow linked to what happened within the story?

As the main intention is to know the students' perceptions and personal reflection about the short story by making relations with the video they have just seen, there will be no wrong answers so every contribution will be positively embraced.

Activity 3	
Title	Mental Health Awareness
Type	Introduction
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	- Short Story "The Trouble with Drowning"
Aim	- To relevance the relevance, features and consequences of mental health by finding some evidence within the short story.
Description	As they have already discovered that Lena's sister, Madeleine, has killed herself by committing suicide as a consequence of her mental health issues, it is time for the students to explore mental health in more detail. In this activity, students are required to find some quotes or passages within the short story that evince the experiences or feelings of Madeleine as a consequence of her mental health issues as well as the perception or awareness that others have concerning mental health and illnesses. Some examples of passages and quotes that explore in detail these concepts are: - "A train of painted red beads circles her wrist and covers sections of the cuts."

	- "She lets me examine the barely scabbed marks. I thought you were done with that. You promised." - "Last month, a beautiful dogwood grew over the wall, its flowers changing whenever Madeleine didn't feel well. Bad spells, our gram calls them. Attitudes in need of correcting, Mama labels them." - "When we started tenth grade, a small crack split from the platform we both stood on. She got into more and more trouble - outbursts, skipping school, running away. I thought it'd just be a phase." What is important to remember here is that there is a lack of mental health awareness within the short story as the girls' parents pay no attention to this aspect. Nevertheless, students must be aware that taking care of your mental health is as important as taking care of your physical health since a poor mental health may have truly negative effects on people, by even leading them to death as it is the case of this short story.

Activity 4	
Title	Madeleine's Self-Portrait
Type	Development
Timing	10 minutes
Organization of the classroom	Individual work
Material(s)	- Evidence extracted from the short story within the previous activity - Worksheet containing the instructions and the sample for the portrait. (see Annex 13)
Aim	- To relate the acquired knowledge on mental health issues to the characters appearing in the short story.
Description	In this case, by taking into account the evidence dealt with in the previous activity, students are asked to work individually on a worksheet concerning one of the characters of the short story: Madeleine. As it has been seen in the previous activities, there are some hints that evince the struggle she suffers day by day. Nevertheless, these mental health issues are commonly not taken into account by her family. That is why, students must consider all these aspects and complete the sample by designing a portrait of Madeleine which includes on the left side the perception that others have from the outside and on the right side, the reality that is inside her, that is, her struggles, internal conflicts and experiences. Students can be as creative as they wish since the aim is that they put into practice what they have learned about mental health by relating it with the short story and by carrying out an artistic performance.

Activity 5	
Title	Stopping Stigma – Discussion
Type	Application / Production
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Two quotes appearing below - YouTube Video (see Annex 14) - Digital Screen, loudspeakers, PC, projector
Aim	- To develop critical thinking skills when reflecting upon a given issue while relating it to nowadays' society.
Description	As the short clip shown, it is completely essential to break nowadays the stigma existing around mental health issues and problems and consequently, begin talking about it in an opener way. For this last activity, students are divided into two groups and each of the groups will be randomly given one quote by a widely-known figure. In an attempt to strengthen hey have to reflect and discuss on it for some minutes so as to reach some agreements a pose some arguments in order to express a final conclusion or answer regarding that issue. The idea is that once each of the groups has a solid opinion and answer to the subject matter, the group members have to choose a spokesperson which may tell the other group which was the quote they have to comment on and which is their final consideration on it. The two alternatives for discussion are: 1. "Mental health needs a great deal of attention. It's the final taboo and it needs to be faced and dealt with." (Adam Ant) 2. "Sadly, too often, the stigma around mental health prevents people who need help from seeking it. But that simply doesn't make any sense. Whether an illness affects your heart, your arm or your brain, it's still an illness, and there shouldn't be any distinction…we should make it clear that getting help isn't a sign of weakness — it's a sign of strength." (Michelle Obama)

"Stop Playing" by Liara Tamani

Session 1: Pre-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Inferential Roulette
Type	Introduction
Timing	10 minutes
Organization of the classroom	Group work
Material(s)	- Virtual Roulette (see Annex 15) - List of lexical items (see Annex 15)
Aim	- To activate schemata by experimenting with some of the lexical items appearing within the short story so as to be prepared for the reading text.
Description	In order to begin the lesson, students will be divided into two groups, and each of this groups will be a different team. For this game, the teacher will have a list of lexical items extracted directly from the short story, and students must play in turns. There will be a roulette which indicates how to play in each of the turns, that is, what the students have to do (draw, give a synonym, act out…). Consequently, one student belonging to each of the teams will come to the blackboard and move the roulette so as to discover which mode he/she will be playing in. Once he/she knows what to do, he/she will try to express the term which will be randomly assigned to him/her in that turn. Once he/she has played, him/her team will get one point if they

	guess the term correctly. When the list containing the lexical items is covered, the team with more points will win this game. It is important to mention that the teacher may select as many lexical items as students existing in the classroom so that all of them can intervene and take part within the game-based activity.

Activity 3	
Title	Views on Body Image
Type	Introduction
Timing	8 minutes
Organization of the classroom	Individual work + Whole class (sharing time)
Material(s)	- Mentimeter platform - QR to access the word cloud (see Annex 16) - Digital Screen, PC and Projector
Aim	- To illustrate the concept of body image in advance by suggesting three possible related terms.
Description	As it has been appreciated thanks to the previous activity, all the lexical items included in it are related to self-image and physical appearance. That is why, what is important to present here to EFL learners has to do with body positivity, self-respect and acceptance of our body image. In an attempt to introduce this issue, which is at the same time one of the relevant topics within the short story, students are asked to access Mentimeter platform and to write down the three words that come to their minds when they hear about Body Image. The idea is to create a word cloud so as to see which are the most recurrent terms among students when dealing with this matter. Once all the students have given their answers, the words offered are commented aloud so as to see which are the most repeated ones. In the same way, the teacher offers a definition of what is the body image so that students can fully understand the term they are working with. *It may be possible that some of the answers provided by the students serve as a link to connect this activity with the following one.

Activity 4	
Title	Does the Perfect Body Exist?
Type	Development
Timing	12 minutes

Organization of the classroom	Group work
Material(s)	None
Aim	- To develop critical thinking skills when justifying a personal opinion around a concrete subject matter.
Description	In this case, students are told that one of the sources and factors that mostly influence how we feel about our bodies and the perception of our own physical images is the media since it tends to perpetuate a concept of 'ideal or perfect body' which in many cases is unrealistic. As a consequence, within this activity, students will have to discuss in groups of around four or five people on the following question: **Does the perfect or ideal body truly exist?** As it is a debate in which students are required to express their own opinion on the issue by giving some arguments that may support their views, all answers will be accepted as long as they are expressed in a respectful and appropriate manner.

Activity 5	
Title	Body Positivity
Type	Application / Production
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Some images concerning mainly advertising campaigns shown by media (see some examples in Annex 17) - Digital screen, PC, projector
Aim	- To critically judge some images based on the gained knowledge on body image awareness and positivity.
Description	In an attempt to reinforce the idea and the conclusions extracted from the previous activity regarding the fact that media might keep on transmitting an idealized view of the body image, this activity is intended for students to work in the same groups than before. But in this case, each of the groups will be shown an image or a couple of images widespread by the advertising field. The students must thus reflect on the picture presented by considering some aspects such as the following: - What can you see in this image? - How does this picture influence body image? - What can the negative effects of this image on people's self-image be? - Which things can be modified so as to remove the stereotyped view of body image?

	Once they have drawn some conclusions, their answers will be shared aloud so that the whole class can discover what the rest of the images are about.

Session 2: Post-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Recognizing Unhealthy Relationships
Type	Introduction
Timing	10 minutes
Organization of the classroom	Whole class
Material(s)	- Poster with the quotes from the short story (see Annex 18) - Digital Screen, PC, Projector
Aim	- To identify some warning signals of an unhealthy relationship by recalling the evidences appearing in the short story.
Description	The first issue which is going to be covered within this lesson concerns the toxicity that usually happens within some relationships, especially in teenagers who often misinterpret or overlook signs of serious relationship problems. For this reason, students will be shown some quotes extracted from the first pages of the short story that evince the kind of relationship that the main characters, Keri and Lucas have. The idea is that the students recall them and share all together aloud their thoughts on the relationship that these two characters have by suggesting some adjectives that can be attributed to each of them when describing their attitudes towards their love relationship.

In order to enhance students' participation, the teacher may elicit some questions so that students can reflect on the issue:

- What can be said about their relationship by reading these speech bubbles?
- Which can be their attitudes within the relationship?
- Which behaviours do characterize the boy? And the girl?
- Which adjectives would you use to describe each of their roles within the relationship?
- Do you think this is a healthy relationship? Why?

Activity 3	
Title	Toxicity - Agony Aunt
Type	Development
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Several life-like situations (see Annex 19)
Aim	- To examine some unhealthy relationships' situations so as to propose some solutions and give advice on them.
Description	For this activity, students will be required to get organized in smalls groups of around four people in order to work with several life-like situations. Each of the groups will be given a piece of paper containing a situation that involves an unhealthy relationship which exhibits multiple traits of toxicity, manipulation and problematic behaviours. Students are asked to read through the situation carefully so as to finally agree on a solution to put an end to such scenario. The idea is that students decide on which advice to give to the people involved in these situations so as to learn how to react when facing these circumstances. Some of the situations can be seen in Annex 19.

Activity 4	
Title	Friendship Straightens Out Virtual Manipulation
Type	Application / Production
Timing	20 minutes
Organization of the classroom	Pair work
Material(s)	- Screenshots with the conversation between the two characters (see Annex 20).

Aim	- To critically reflect about the toxic situation exposed within the short story so as to finally propose a solution to it which might have changed the evolvement of the plot.
Description	As it can be appreciated within the short story, one of the most noticeable signals of the unhealthy relationship between Lucas and Keri is shown by means of the online conversation in which he pressures her into sending him some naked pictures via Internet. Despite the fact that she finally does not send him the pictures, she takes them while trying at the same time that her friend, Tish, does not realize what is happening. However, as it can be also seen through the whole short story, Tish's support and friendship is essential for Keri. As a consequence, for this activity students are asked to work in pairs while imagining they are both female friends and they have to handle the naked-pictures-conversation. They are thus supposed to go through the whole conversation in order to reflect about what the boy is asking for and to finally propose the right message that Keri should have sent to him as a response for his manipulating, insistent and uncomfortable demands. Students should write this short message on a sheet of paper since their alternatives will be commented aloud at the end of the lesson.

"Wild Horses, Wild Hearts" by Jay Coles

Session 1: Pre-reading

Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Who Said It?
Type	Introduction
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	- Worksheet with the statements (see Annex 21)
Aim	- To get familiarized with racism and racist attitudes by inferring which statements might belong to the short story in question.
Description	The first activity of this session requires for students to work in pairs. Students will be given a worksheet containing some statements and quotes both extracted from the short story or not, and they have to decide which of them may belong to the short story, by thus being said by the main character (Tank Robinson) and which of them might have been said by an external well-known figure such as Will Smith. These statements will deal in general terms which racist attitudes and equality views since the focus of this session will be on racism so as to introduce one of the most prevalent issues of this concrete short story.

Activity 4	
Title	Doll Test - Discussion
Type	Development
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- YouTube video (see Annex 22) - Digital screen, PC, loudspeakers and projector
Aim	- To develop critical thinking skills when reflecting upon a given issue while relating it to nowadays' society.
Description	Once the main topic of this session (racism and prejudices) has been introduced, students are shown a short clip about the Doll Test carried out by the psychologists Kenneth and Mamie Clark in the 1940s. This experiment investigates children's self-perception related to race by showing them two identical dolls, but one of them being white and the other one being black. The surveyed children are then asked some questions so as to finally conclude that there is a preference for the white doll among all children in the study, by thus proving that prejudice, discrimination and racial segregation creates a feeling of inferiority among the children who belong to a concrete ethnic or race which definitely damages their self-esteem. Students are consequently organized in groups of four or five people and asked to reflect and discuss for some minutes about the experiment shown in the video. The teacher may elicit some questions so as to promote learners' participation and discussion: - By considering what you have seen in the video, how would you describe these children's self-perception? - Which might be the features that influence such self-perception? - What is the effect that prejudices have on these children's consideration of their own race? How is their self-perception altered by societal prejudices? - It is true that this experiment was conducted during the 1940s, but do you think that nowadays society still counts on several prejudices when considering other ethnics or races? Could you think of any example existing within your own culture or which is close to you?

Activity 4	
Title	"I'm not Racist But…"
Type	Application / Production
Timing	12 minutes
Organization of the classroom	Group work

Material(s)	- Stereotyped list of passengers (see Annex 23)
Aim	- To experiment with stereotypes and prejudice about other peoples and minorities while at the same time raising self-awareness about tolerance.
Description	The expression "I'm not racist but…" is a widely used set expression that people add when trying to poorly justify their own racist comments and attitudes. This activity attempts to tackle prejudice by using an everyday situation: a train trip. Consequently, students will be presented the following scenario: **You are boarding the Trans-Siberian Train for a two-week-long ride from Moscow to Vladivostok. You are traveling in a couchette compartment which you have to share with three other people. Which of the following passengers would you prefer to share?** Students are thus given a list of several passengers, and by working in the same groups than before, they must make agreements on who to travel with or who to let go by always using the set expression 'I'm not racist but…' when talking about a concrete individual and the possible prejudice or stereotypes assigned to him/her. The main aim is for students to develop critical thinking skills by trying to reach a consensus among the members of the group when deciding who to choose. Moreover, the teacher may reinforce the idea that every student's opinion must be respected or if confronted, it must be done in a well-mannered way. Lastly, students must be clear that the passengers' description is very short and they only count on some small data about them, but this fact might reinforce the problem of prejudging people when we only know a little about them.

Activity 5	
Title	Tank's Secret
Type	Warm-Up
Timing	8 minutes
Organization of the classroom	Individual work
Material(s)	- Quote from the short story - Digital Screen, PC, Projector - Padlet Platform (https://es.padlet.com/) - Smartphones or other electronic devices

Aim	- To activate schemata by predicting some possible key features or events within the plot of the short story.
Description	In order to finish this session in a relaxed and stressless way, students will be asked to make some final predictions about the short story they will have to read for the following session. In this case, they will be shown this quote extracted from the reading text: **"If I could believe - just believe – they'd love me the same if I told them <u>who I really am</u>. If I told them the <u>truth</u> about who Tank Robinson really is"** Once they have read the quote, they are asked to individually reflect on which this secret might be, and by using the platform Padlet, they have to write at least one sentence or some words in order to leave a record on their thoughts and predictions. The main point is that they can recall their initial predictions on the short story once they have read it so as to prove them wrong or right.

Session 2: Post-reading

| Activity 1	
Title	Catch-up Questions
Type	Warm-Up
Timing	5 minutes
Organization of the classroom	Whole class
Material(s)	None
Aim	- To greet the teacher and the class by making use of polite set expressions to answer correctly to the teacher's questions in the target language.
Description	The teacher enters the classroom and asks the students different questions such as "How are you all doing?" or "How was your last week's exam?" so as to make students participate and use English in a real-life communicative context. This serves as an opening for the class by thus ensuring that the students may get used to working with the target language.

Activity 2	
Title	Crossing Over the Ditch
Type	Introduction
Timing	10 minutes
Organization of the classroom	Pair work
Material(s)	None
Aim	- To recall one of the key metaphors appearing within the short story by relating it to their own life experiences.
Description	One of the most remarkable concepts appearing on the short story is the idea of 'crossing over the ditch' that separates the house-yards of both main characters in the story. That is why, in order to begin this last session, students will work with the meaning of this kind of metaphor. First of all, students comment all together what this idea means within the story so as to guarantee that all of them have understood that the act of crossing the ditch has a subtle meaning which revolves around the idea of transgressing their parents' ideals about both racism and homosexuality and breaking with their pre-established expectations. Once this notion is clear for students, they are asked to work in pairs in order to come up with some examples in which this idea of breaking with the preconceived ideas that others for us can be perceived by just observing our daily lives and our close environments.

Activity 3	
Title	Homosexuality – Coming Out Fear
Type	Development
Timing	15 minutes
Organization of the classroom	Group work
Material(s)	- Poster containing some quotes from the short story about coming out (see Annex 24)
Aim	- To gain understanding on homophobia and the fear of coming out by relating the evidence of the short story to the real-life experiences of homosexual people.
Description	As students may have already proved after reading the short story, the truth or secret that Tank is constantly hiding from his family is the fact that he is homosexual. However, he is not the only one who keeps on hiding because of his sexual orientation since his lover, Skyler, is also homosexual and he also has to hide himself from his homophobic and even racist parents. Consequently, both of them have to keep their friend and love relationship in secret. This activity will thus attempt to make students recall some of the passages in which the main characters comment on the actual fear of coming out in a non-tolerant environment (these quotes can be seen in Annex 24).

As a consequence, by working in groups of four o five people, students are asked to go through these evidence so as to raise awareness on the difficulties that homosexuals tend to have by reflecting on the following question:

Do you think that our society nowadays makes things easy for people who are homosexual? Or do they still have to love in secret?

Students are expected to offer their views on the subject matter by always confronting or supporting others' opinions in a respectful and adequate manner.

Activity 4	
Title	Non-Homophobic Poster
Type	Application / Production
Timing	20 minutes
Organization of the classroom	Group Work
Material(s)	- PC or other electronic devices - Access to Canva platform
Aim	- To produce strategies for challenging homophobic attitudes by creating a poster which attempts to cut and denounce them.
Description	This last activity is intended for students to work in the same groups than before, but in this case, by carrying out a more creative task. As they have already gotten to know the issues concerning homosexuality and homophobia, they are now required to apply the gained knowledge into the creation of a poster. As a consequence, by using preferably the platform Canva (as it is really intuitive), they are asked to design a poster which must include some visual aids and some written statements or slogans which attempt to put an end to the existing homophobic attitudes and which enhance awareness on these issues by thus reinforcing the necessity of having a positive and tolerant environment. Students can make use of the Internet so as to look for multimedia data and information when creating their poster. However, it is forbidden to use an already created poster; the final product must be their own. Subsequently, originality and creativity will be highly estimated and valued. *Note that the posters created by the EFL students might be shown in some are devoted to artistic manifestations which may exist within the educational centre.

Annex 2. Bully Messages – Mind Map

Link to Mentimeter Platform: https://www.menti.com/f73mran8gh
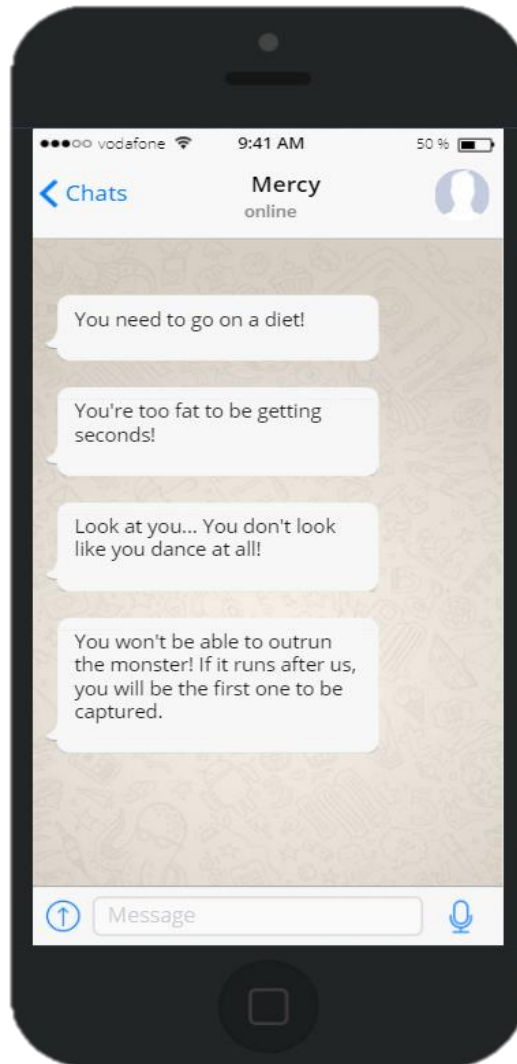
Annex 3. Cases of Bullying

SALLY IS A 9-YEAR-OLD GIRL WHO ATTENDS PRIMARY SCHOOL AND LOVES ANIMALS; SHE HAS PHOTOS OF ANIMALS IN ALL HER SCHOOL MATERIALS, AND SHE HAS EVEN A CAT-SHAPED BAG. HER CLASSMATES CONSTANTLY LAUGH AT HER AND COMPARE HER TO THE ANIMALS SHE WEARS BECAUSE OF HER PHYSICAL APPEARANCE. THIS SITUATION HAS BEEN NEVER NOTICED BY THE EDUCATIONAL STAFF OF THE SCHOOL, AND SHE HAS RECENTLY LOST TOO MUCH WEIGHT IN A WORRYING WAY.

LINDA'S CLASSMATES HAVE BEEN TAKEN SOME PHOTOGRAPHS WHILE SHE WAS AT THE BATHROOM. THESE PHOTOGRAPHS HAVE BEEN MASSIVELY SENT AND POST ON SOME SOCIAL NETWORKS. YOU HAVE SEEN THEM, BUT YOU HAVE DELETED SO AS TO HAVE NOTHING TO DO WITH THIS ISSUE.

MARK HAS TRIED TO KILL HIMSELF SEVERAL TIMES DUE TO THE THREATENS AND ASSAULTS OF HIS CLASSMATES IN HIGH-SCHOOL. THE REPEATED INSULTS AND THE VERBAL VIOLENCE ARE CAUSING HIM SEVERE PSYCHOLOGICAL DAMAGE. HE FEELS THERE IS NO ONE HE CAN TRUST WITHIN THE EDUCATIONAL CONTEXT.

CASES OF BULLYING

Annex 4. Family Issues
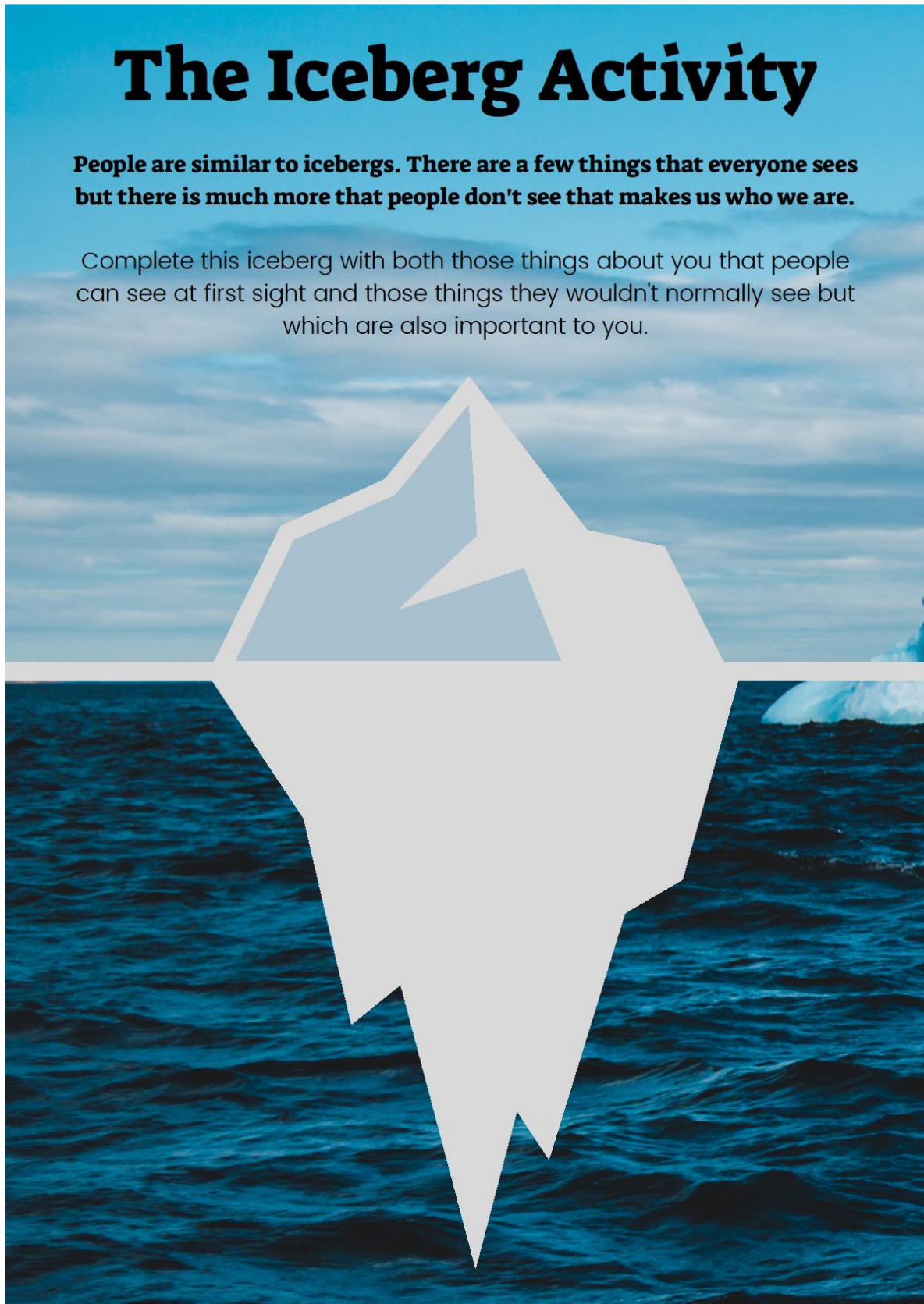
FAMILY ISSUES

Decide whether these statements are true of false:

- Family support is essential for teenagers.
- Friendship ties are much more important than family bonds.
- Family ties influence their children's behaviors.
- Family bonds are reinforced with adults appreciate what their children do.
- Family ties mean to undervalue the children's ideas.
- The lack of family bonds contributes positively to the teenagers' self-esteem.
- Family bonds are strengthened by spending some time together.
- Family bonds have nothing to do with trust.
- Family ties imply sharing and caring for others.
- Family bonds and respectfulness are interconnected.

Annex 5. The Iceberg Metaphor

The Iceberg Activity

People are similar to icebergs. There are a few things that everyone sees but there is much more that people don't see that makes us who we are.

Complete this iceberg with both those things about you that people can see at first sight and those things they wouldn't normally see but which are also important to you.

Annex 6. Asking for It

Annex 7. Blamer Media
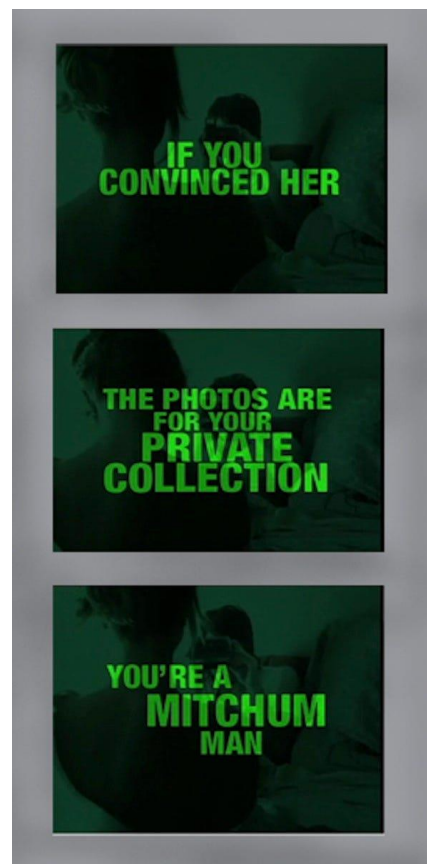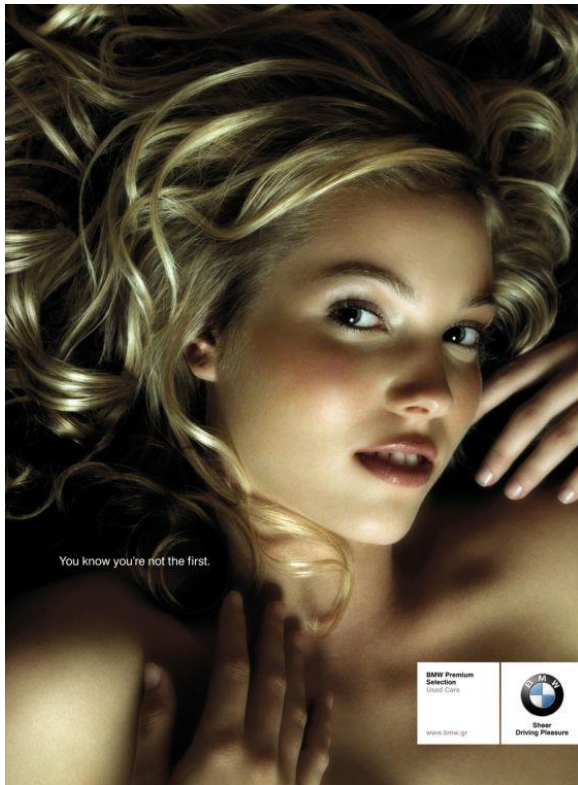
Source of the images: https://bit.ly/3hUP0U9

Annex 8. Breaking News + Victim Blaming Headlines

Links to the news included:

1. The Sun: https://bit.ly/3uizZ11 (No original headline)
2. CBC News Canada: https://bit.ly/3utd0AF (No original headline)
3. The Telegram: https://bit.ly/34ffiZd (No original headline)
4. Daily Telegraph: https://bit.ly/3yAjHUB
5. News.Com: https://bit.ly/3bUIdpT

Original Headlines of some of the news:

1. The Sun: **Woman 'drank six Jagerbombs in ten minutes on the night she was raped and murdered'**
2. CBC News Canada: **Calgary cabbie jailed for raping drunk fare**
3. The Telegram: **Too Drunk to Remember**

Annex 9. Dichotomic Emotional Graphic
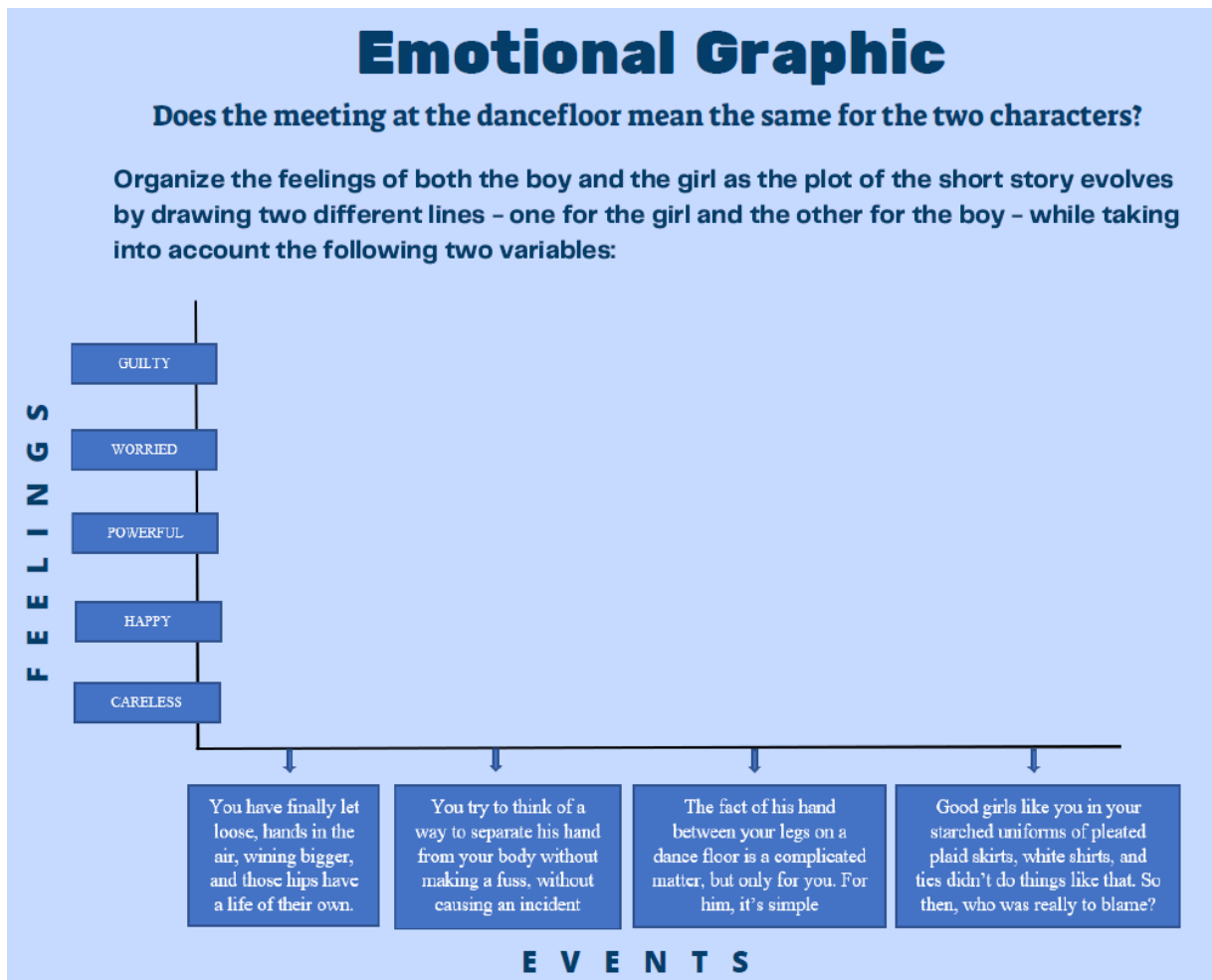
Annex 10. Walking a Mile in Her Shoes

WALK A MILE IN MY SHOES

The main character of "Gravity" is exposed as probably falling into several stereotypes if someone notices what is happening at the dancefloor. For example, she is viewed by her community as a nice Catholic girl who has to follow the expected societal norms. In the end, she might be blamed as being the provocative one even though she is the real victim of sexual harassment and abuse.

By taking into account what you have read, think of some ideas or connotations that can be understood as female gender stereotypes and write them down by using this shoe as a canvas. Try to walk a mile in her shoes so as to understand the pressure and the judgments she is submitted to when she does not follow the pattern she is supposed to follow.

Are you ready?

Annex 11. Myth versus Realities about Death and Dying

MYTHS
vs.
REALITIES

Discover whether these statements about death are a myth or realia:

- You become more afraid as you grow toward old age and your death becomes more imminent.
- Most terminal patients experience anxiety and depression before they die.
- A sudden or unexpected death has more adverse effect on the survivors than does a death which is expected.
- Older men are likely to die at home while older women are more likely to die in institutional settings.
- Death is always miserable and painful, even if it is natural.
- Most people (around a 90%) die after a period of illness with gradual deterioration.
- It is possible to predict the exact timing of death.
- Talking about death openly creates opportunities for all involved and does not hasten death.

Sources:
Brands, K. (2018). Myths and Realities of Death and Dying in America. Integrative Family Medicine of Ashville, PLLC. Recovered from: https://www.integrativeasheville.org/myths-and-realities-of-death-and-dying-in-america/
Loftus, L. (2004). *Death and Dying/Grief Lesson Plan*. Illinois Open Educational Resources. Recovered from: http://ioer.ilsharedlearning.org/

Annex 12. Dear Brother

Link to the video: https://bit.ly/3ujo0Au
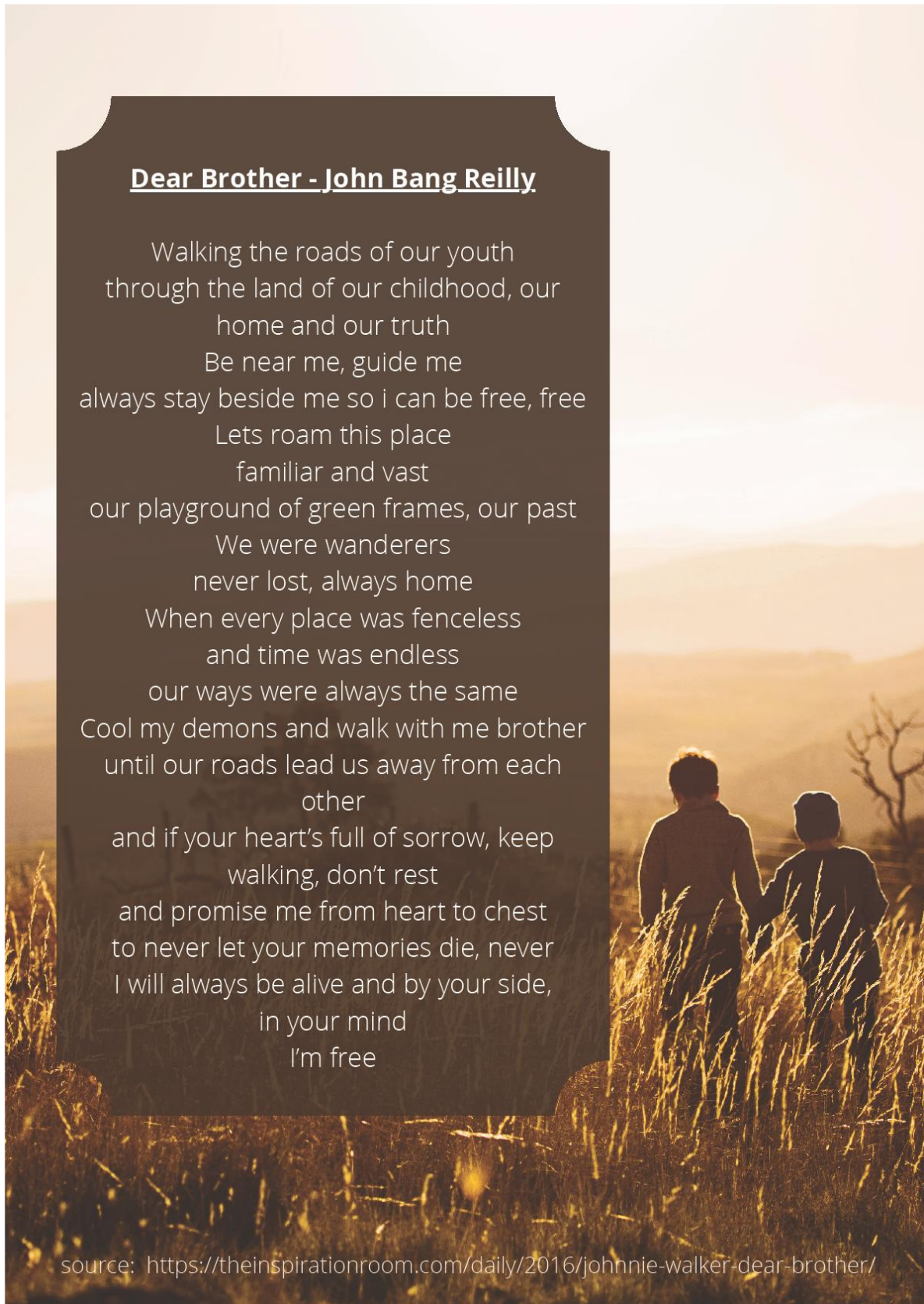
Dear Brother - John Bang Reilly

Walking the roads of our youth
through the land of our childhood, our
home and our truth
Be near me, guide me
always stay beside me so i can be free, free
Lets roam this place
familiar and vast
our playground of green frames, our past
We were wanderers
never lost, always home
When every place was fenceless
and time was endless
our ways were always the same
Cool my demons and walk with me brother
until our roads lead us away from each
other
and if your heart's full of sorrow, keep
walking, don't rest
and promise me from heart to chest
to never let your memories die, never
I will always be alive and by your side,
in your mind
I'm free

source: https://theinspirationroom.com/daily/2016/johnnie-walker-dear-brother/

Annex 13. Madeleine's Self-Portrait

DUAL SELF-PORTRAIT

Some characters within this short story such as Madeleine have an outer appearance that strongly differs from the inner reality, that is, the emotions and feelings inside.

The previously presented evidence shows how Madeleine might feel as a consequence of her mental health illness which is not accepted by some members of her family.

For this activity, you will design a dual self-portrait of Madeleine based on the evidence shown in the text. On the left side, you will draw half of her face based on how others see her on the outside, while on the right side, you will draw what she may feel, experience and struggle inside.

Adapted from: https://www.hubforhelpers.com/product/dual-self-portrait/

My Outer Self

My Inner Self
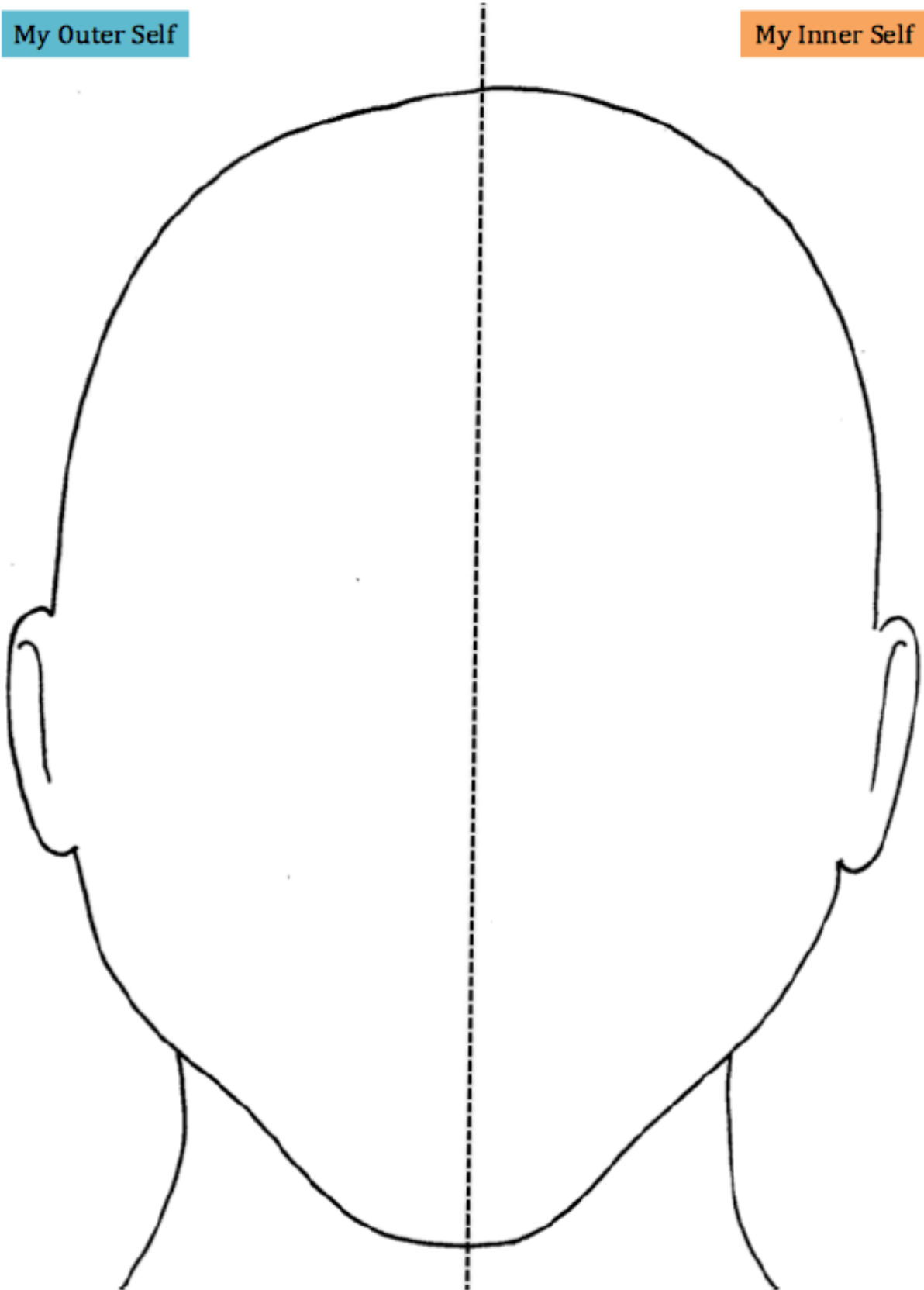
Annex 14. Stopping Stigma – Discussion

Link to YouTube video: https://bit.ly/3flqAl2

Annex 15. Inferential Roulette

Annex 16. Views on Body Image
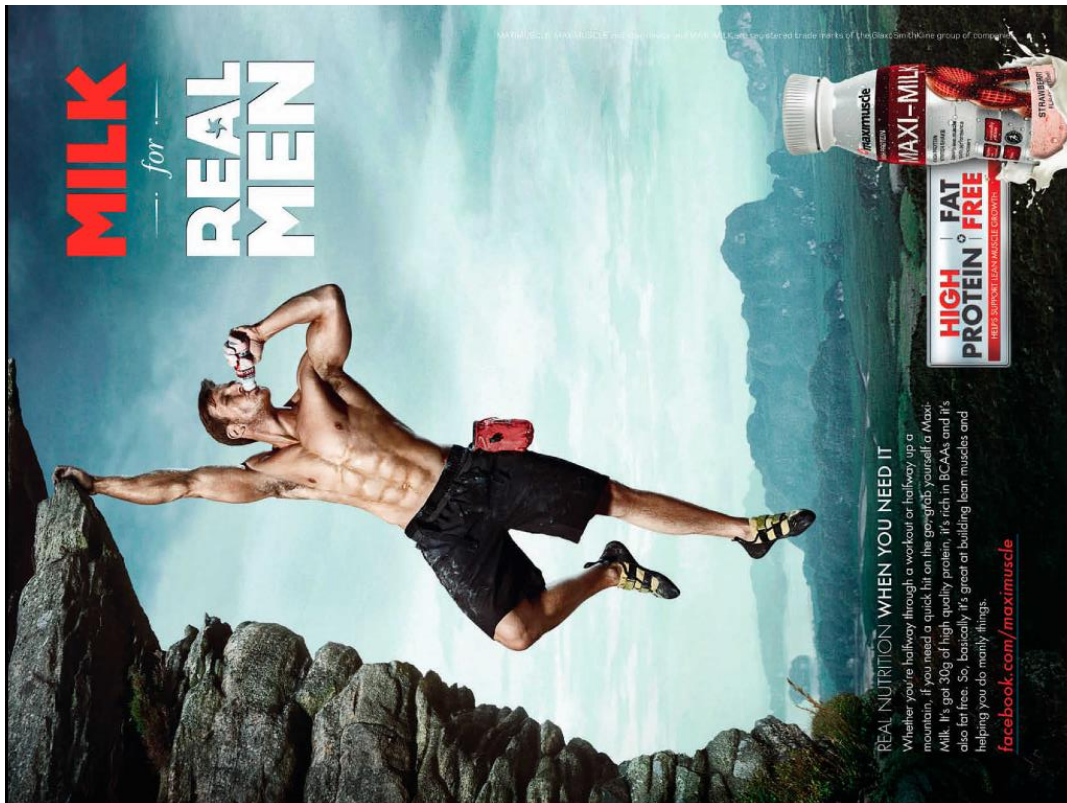
Link to Mentimeter Platform: https://www.menti.com/nm648r22o3

Annex 17. Body Positivity

Source: HuffPost https://www.huffpost.com/entry/victorias-secret-perfect-body-campaign_n_6115728

Source: The Guardian https://www.theguardian.com/media/2016/jun/13/sadiq-khan-moves-to-ban-body-shaming-ads-from-london-transport Photographer: Catherine Wylie/PA

Source: https://blogs.ubc.ca/nurhiand/2018/02/15/culture-jam/

Source: https://cleancutmedia.com/advertising/skinny-water-says-skinny-always-gets-the-attention

Annex 18. Recognizing Unhealthy Relationships

WARNING SIGNALS

Man, I broke up with *that* girl last weak!

I was wearing Lucas' favorite light-pink dress over his favorite swimsuit.

Get this: for the beach retreat, he wanted me to room with Dara (his homeboy Derrick's girlfriend, whom I can't stand) instead of Tish (my best friend, who he can't stand). How crazy was that?

Forget it then... I knew this was never going to work out... especially after what you did today.

Lucas liked it pressed best, but saltwater and sand didn't play with flat-ironed hair. Plus I hadn't worn my puffs since before I started dated Lucas. They used to be my favorite.

Annex 19. Toxicity - Agony Aunt

A 15-YEAR-OLD HIGH SCHOOL FEMALE HAS BEEN IN A RELATIONSHIP WITH A 20-YEAR-OLD COLLEGE STUDENT FOR FIVE MONTHS. LAST NIGHT HE MADE A CRACK ABOUT HER BEING YOUNG AND REVEALED HE'S CHEATING ON HER AT COLLEGE.

A 17-YEAR-OLD GIRL IS TELLING HER BEST FRIEND ABOUT THE GUY SHE IS DATING. HE DEMANDS TO KNOW WHERE SHE IS ALL THE TIME AND YELLS AT HER WHENEVER HE FINDS HER TALKING WITH OTHER GUYS.

A 16-YEAR-OLD HIGH SCHOOL JUNIOR IS TELLING HIS ELDER SIBLINGS ABOUT HIS RELATIONSHIP WITH A 35-YEAR-OLD MARRIED WOMAN WHO IS A WAITRESS AT THE RESTAURANT WHERE HE WORKS WEEKENDS. HIS ELDER SIBLINGS SEEM DISAGREE AND NOT TO ACCEPT THIS RELATIONSHIP.

TOXIC RELATIONSHIPS

Adapted from: "Warning Signals: Recognizing Clues to an Unhealthy Relationship," by Sue Montfort and Peggy Brick. Unequal Partners: Teaching About Power and Consent in Adult-Teen and Other Relationships, 2nd Ed. ©2000 by Planned Parenthood of Greater Northern New Jersey. www.ppgnnj.org

Annex 20. Friendship Straightens Out Virtual Manipulation

Annex 21. Who Said It?

Annex 22. Doll Test – Discussion

Link to the YouTube video: https://bit.ly/34lhLBy

Annex 23. "I'm not racist but…"

I'M NOT RACIST BUT…

You are boarding the Trans-Siberian Train for a two-week-long ride from Moscow to Vladivostok. You are traveling in a couchette compartment which you have to share with three other people. Which of the following passengers would you prefer to share?

- An overweight Swiss financial broker
- An Italian DJ who seems to have plenty of dollars
- An African American woman selling leather products
- A Jamaican young artist who is HIV positive
- A Basque nationalist who travels very often to Russia
- A Gypsy man just released from jail
- A middle-aged Romanian woman who has no visa and a 1-year-old child in her arms
- A skinhead from Sweden ostensibly under the influence of alcohol
- A Polish prostitute from Berlin
- A French farmer who speaks only French and has a basket full of strong cheese
- A Kurdish refugee living in Germany and trying to go back to Libya
- A blind camel trainer from Morocco

Adapted from: Council of Europe (1995) *All Different, All Equal - Education Pack.*

Annex 24. Homosexuality – Coming Out Fear

Annex 25. Assessment Rubric

	1 (Needs to improve)	2 (Fair/Acceptable)	3 (Excellent)	SCORE
ATTITUDINAL ASPECTS				
Initiative, autonomy and innovation	Students have no initiative to undertake and propose actions by thus not being aware of their strengths and weaknesses, show no curiosity or interest, and look for no alternative solutions.	Students have some initiative to undertake and propose actions but without being aware of their strengths and weaknesses, show curiosity and a little interest, and sometimes look for alternative solutions.	Students have the initiative to undertake and propose actions while being aware of their strengths and weaknesses, show curiosity and interest, and act with flexibility looking for alternative solutions.	
Group work	Students refuse to participate in teams to achieve common goals so they do not assume any roles nor support colleagues by thus demonstrating no empathy. Plus, they never use equal dialogue to resolve conflicts and disagreements.	Students participate in teams to achieve common goals but they do not assume roles effectively nor support colleagues appropriately by thus demonstrating no empathy. Plus, they do not always use equal dialogue to resolve conflicts and disagreements.	Students participate in teams to achieve common goals by assuming various roles effectively and responsibly, supporting colleagues, demonstrating empathy acknowledging their contributions and using equal dialogue to resolve conflicts and disagreements.	
Individual work	The student has not fulfilled most of the tasks assigned and has not handed out the activity on time. The work presents serious mistakes and inconsistencies.	The student has not fulfilled some of the tasks assigned or completed his/her activity on time. The work presents some slight mistakes or inconsistencies.	The student has fulfilled all the tasks assigned and completed his/her activity on time with a high standard of quality.	
Attitude towards classmates	Students do not show a respectful and tolerant attitude towards their classmates. They are not able to resolve a conflict even with the teacher's involvement in it.	Students show a slight respectful and tolerant attitude towards their classmates and sometimes resolve conflicts in an egalitarian way.	Students exhibit a highly respectful and tolerant attitude towards their classmates and resolve conflicts throughout egalitarian dialogue.	
LINGUISTIC ASPECTS				
Reading comprehension	Students do not identify any of the essential information, main ideas and most relevant details the literary texts.	Students identify, without applying reading comprehension strategies, some of the essential information, main ideas and most relevant details in the literary texts.	Students identify, by applying reading comprehension strategies, the essential information, main ideas and most relevant details in the literary texts.	

Use of English	Students show an unacceptable and inadequate use of English, by always using inaccurate language: the grammatical devices used are not appropriate to the level and there are serious mistakes; the use of vocabulary is inadequate and never enriched by the presence of connectors and linking words; the discourse is full of spelling mistakes.	Students show an acceptable use of English, although sometimes using inaccurate language: the grammatical devices used are not always appropriate to the level and there are some mistakes. The use of vocabulary is not always adequate and is not enriched by the presence of connectors and linking words. There are some spelling mistakes.	Students show mastery and accuracy in terms of language: the grammatical devices used are appropriate to the level and there are no mistakes. The use of vocabulary is adequate, enriched by the presence of connectors and linking words and there are no spelling mistakes.	
Sociocultural and sociolinguistic field	Students do not incorporate within their discourse any sociolinguistic aspects of daily life, behaviour, interpersonal and intercultural relations, thus not critically considering diversity differences in the classroom from an inclusive perspective as an enriching element and avoiding stereotypes and prejudices.	Students sometimes incorporate within their discourse some of the sociolinguistic aspects of daily life, behaviour, interpersonal and intercultural relations but without a critical sense and without considering diversity differences in the classroom from an inclusive perspective as an enriching element or avoiding stereotypes and prejudices.	Students always incorporate within their discourse some sociolinguistic aspects of daily life, behaviour, interpersonal and intercultural relations with a critical sense and by always considering diversity differences in the classroom from an inclusive perspective as an enriching element and avoiding stereotypes and prejudices.	
Oral and written production	Students construct incoherent and non-structured texts on topics of personal interest, or subjects [...] in a [...] neutral or informal register, making an inadequate use of the most common cohesion resources, and showing an unacceptable control of expressions, structures and lexicon.	Students acceptably construct coherent and structured texts on topics of personal interest, or subjects [...] in a [...] neutral or informal register, making most of the times an adequate use of the most common cohesion resources, and showing an acceptable control of expressions, structures and lexicon.	Students construct coherent and well-structured texts on topics of personal interest, or subjects [...] in a [...] neutral or informal register, making adequate use of the most common cohesion resources, and showing reasonable control of expressions, structures and a frequently used lexicon.	

Annex 26. Self-Assessment Questionnaire

NAME: Please, write here your name and surnames.   **Date:** Please, select today's date.

1. **In general terms, have you liked and enjoyed the short story?**

   ☐ Yes
   ☐ No

2. **Please, rank the following reasons why you have liked the short story, being 1: the least important reason and 5: the most important one, according to you.**
   a.   Because it is short
   b.   Because of the issues and topics that it addresses
   c.   Because of the characters appearing in the story
   d.   Because of the activities done before and after reading the text
   e.   Because the relevance of the experiences presented in the story

3. **Some of the issues exposed in the short story are experiences that characterize nowadays' teenage context. How do you feel when dealing with these issues? Please, give three adjectives that describe your feelings:**
   a.
   b.
   c.

4. **In your opinion, which can be the impact of this short story on your EFL lessons?**
   Click here to write your answer.

5. **And which can be its impact on other non-academic contexts?**
   Click here to write your answer.

6. **Let's move on to the activities done after reading the text. In a scale from 1 to 5, please indicate to what extend do you agree with the following statements, being 1: completely disagree and 5: completely agree.**
   a.   In a general sense, I liked the activities done after reading.
   b.   I think that the activities done have helped me to better understand the text.
   c.   I would like to do more activities of this kind when reading text in EFL lessons.
   d.   I would prefer to do less communicative activities (e.g., writing activities, filling the gap…).
   e.   I'd rather choose a different literary genre when working with a reading text.
   f.   The activities designed helped to work more in depth with the issues exposed within the short story.

7. **To end up with, please indicate which topics or issues you would like to work with in further reading texts:**