



Universidad de Jaén
Centro de Estudios de Postgrado

Trabajo Fin de Máster

ADDRESSING LITERATURE AND FEMINISM AS A GLOBAL ISSUE IN THE EFL CLASSROOM

Alumno/a: Crespo Lozano, Claudia

Tutor/a: Prof. Dña. Paula García Ramírez
Dpto: Filología inglesa

Octubre, 2021

ABSTRACT

Teaching a foreign language not only does it mean acquiring a number of new competences, but also taking advantage and learn from all of the means of learning used in order to improve both linguistic and personal aspects. For that reason, it is important to thoroughly choose and be conscious of used material when teaching EFL.

The main aim of this Master's dissertation is to demonstrate the importance and benefits of using both literature and feminism as a global issue as means of teaching and learning in the EFL classroom. Moreover, designing a didactic proposal in which literature and feminism as a global issue are used as part of the contents will be its final goal.

Key words: TEFL, Compulsory Secondary Education, literature, feminism, global issues, graded readers.

RESUMEN

La enseñanza de una lengua extranjera no solo significa adquirir un número de nuevas competencias, sino que también, se trata de sacar provecho y aprender de todos los medios de aprendizaje usados con el objetivo de mejorar tanto los aspectos lingüísticos como los aspectos personales. Por esa razón, es de vital importancia elegir minuciosamente y ser consciente del material usado en el proceso de la enseñanza del inglés como una lengua extranjera.

El mayor objetivo de este Trabajo de Fin de Máster es demostrar la importancia y los beneficios de usar tanto la literatura y el feminismo (considerado como un tema global) como un medio de enseñanza y aprendizaje en la clase de inglés como lengua extranjera. Así mismo, diseñar una unidad didáctica en la que la literatura y el feminismo como un tema global sean introducidos como parte de los contenidos será la meta final.

Palabras clave: enseñanza del inglés como lengua extranjera, Educación Secundaria Obligatoria, literatura, feminismo, temas globales, lecturas graduadas.

TABLE OF CONTENTS

INTRODUCTION	1
PART I	4
1. LITERATURE AND EDUCATION.....	4
1.1. The use of literary texts in the EFL classroom.....	4
1.1.1. Literature through time.....	4
1.1.2. Curricular framework.....	7
1.1.3. Appropriate methodologies.....	9
1.1.4. Parameters to bear in mind.....	10
1.1.5. Literary genres.....	12
1.2. Pros of using literary texts in the EFL classroom.....	14
1.2.1. Language competences.....	14
1.2.2. Personal benefits	20
2. GLOBAL ISSUES IN THE CLASSROOM.....	21
2.1. The importance of global issues in the classroom.....	23
2.2. Feminism as a global issue.....	25
PART II	30
1. A DIDACTIC PROPOSAL.....	30
1.1. Justification.....	30
1.2. Contextualization.....	31
1.3. Key competences.....	32
1.4. Objectives.....	33
1.5. Contents.....	36
1.6. Cross-curricular issues/transversality.....	38
1.7. Interdisciplinary aspects/interdisciplinarity.....	39
1.8. Methodology.....	39
1.8.1. Methodological approach.....	39
1.8.2. Attention to diversity.....	40

1.8.3. Material and resources.....	40
1.9. Step by step planning: Didactic transposition.....	41
1.9.1. Sessions outline.....	41
1.9.2. Activities, tasks and projects	43
1.10. Assessment.....	58
1.10.1. Assessment criteria and Learning standards.....	58
1.10.2. Grading criteria.....	61
1.10.3. Instrument of evaluation.....	62
1.11. Bibliography.....	63
1.12. Appendix.....	64
1. Sessions.....	64
1.1. Session 1.....	64
1.1.1. Activity 1: pictures of jobs.....	64
1.1.2. Activity 3: crossword.....	65
1.2. Session 2.....	67
1.2.1. Activity 1: modal verbs table sheet.....	67
1.2.2. Activity 2: reading.....	67
1.2.3. Activity 3: clues cards.....	68
1.3. Session 3.....	69
1.3.1. Activity 1: cards.....	69
1.3.2. Activity 2: voice assistants.....	70
1.3.3. Activity 3: reading text.....	71
1.3.4. Activity 4: questions sheet.....	72
1.4. Session 4.....	73
1.4.1. Activity 3: question sheet.....	73
1.5. Session 5.....	74
1.5.1. Activity 1: conversations' cards.....	74

1.5.2. Activity 2: Photocopies of chapter 1.....	75
1.5.3. Activity 4: example of a plickers' card.....	76
1.6. Session 6.....	77
1.7. Activity 2: planning sheet.....	77
1.8. Project.....	78
1.9. Project information.....	78
1.10. Project model.....	78
1.11. Attention to diversity materials.....	79
1.11.1. Fast-finishers.....	79
1.11.2. Slow-learner.....	82
1.12. Assessable rubrics.....	85
1.12.1. Rubric to assess students' final project.....	85
1.12.2. Rubric to assess students' writing task.....	86
CONCLUSIONS.....	88
REFERENCES.....	90

TABLE OF FIGURES

Figure 1. Jobs' vocabulary list.....	44
Figure 2. Virginia Woolf 's quotation.	47
Figure 3. Pictures of jobs.....	64
Figure 4. Crossword.....	65
Figure 5. Crossword: solutions.....	66
Figure 6. Modal verbs' table sheet.....	67
Figure 7. Reading text: Would you like to be an astronaut?.....	67
Figure 8. Guessing jobs.....	68
Figure 9. Matching cards.....	69
Figure 10. Voice assistants.....	70
Figure 11. Virginia Woolf's reading text.....	71
Figure 12. Questions' sheet of the listening task.....	72
Figure 13. Questions sheet of the listening task.....	73
Figure 14. Conversation cards.....	74
Figure 15. Book's cover.....	75
Figure 16. Chapter 1, pages 8 and 9.....	75
Figure 17. Chapter 1, pages 10 and 11.....	76
Figure 18. Example of pickers' cards.....	76
Figure 19. Planning sheet.....	77
Figure 20. Relevant information about the final project.....	78
Figure 21. Model the final project.....	78
Figure 22. Jobs Riddle.....	79
Figure 23. Extra activity of modal verb.....	80
Figure 24. Extra activity of 'to be suppose to' structure.....	81
Figure 25. Reinforcement activity about jobs.....	82
Figure 26. Modal verbs of obligation, prohibition and necessity.....	83
Figure 27. 'To be supposed to' activity.....	84

TABLES

Table 1. Outline of sessions 1 and 2.....	41
Table 2. Outline of sessions 3 and 4.....	41
Table 3. Outline of sessions 5 and 6.....	42
Table 4. Outline of session 7.....	43
Table 5. Step-by-step plan of the session 1.....	43
Table 6. Step-by-step plan of the session 2.....	45
Table 7. Step-by-step plan of the session 3.....	48
Table 8. Step-by-step plan of the session 4.....	51
Table 9. Step-by-step plan of the session 5.....	52
Table 10. Step-by-step plan of the session 6.....	55
Table 11. Step-by-step plan of the session 7.....	57
Table 12. Assessment criteria and Learning standards of comprehension of oral texts.....	58
Table 13. Assessment criteria and Learning standards of production of oral texts.....	59
Table 14. Assessment criteria and Learning standards of comprehension of written texts.....	60
Table 15. Assessment criteria and Learning standards of production of oral texts.....	60
Table 16. Grading criteria.....	61
Table 17. Rubric to assess students' final project.....	85
Table 18. Rubric to assess students' writing task.....	86

INTRODUCTION

Addressing feminism as a global issue in the EFL classroom is an unquestionable current necessity in the education field, and addressing it using literature means doing it by one of the most authentic resources of a language. It is a fact that teaching a foreign language not only means acquiring several new competences, but also taking advantage and learning from all the means of teaching used to improve both linguistic and personal aspects. For that reason, it is important to thoroughly choose and be conscious of the used material, contents and resources when teaching English as a foreign language.

Feminism is completely considered as a global issue and, therefore, as part of the Obligatory Secondary Education contents as it is established by the current Spanish education law. Advantageously, feminism is a wide field that addresses many aspects, allowing being able of choosing which aspect to focus on: from struggling against gender-based violence to talking about a more inclusive language against sexism in language, or from gender inequality to women situation in different parts of the world.

Notwithstanding that, literature is reasonably considered as authentic material of a language, but also of society and the place where this specific language is spoken. Therefore, the use of literature within the teaching of a foreign language classroom ought to be taking into consideration. Actually, using literary texts in EFL teaching is not a novelty, but there have always been some methodologies that have included both literature as the means of learning, and linguistic and communicative objectives. In the same manner as feminism, literature is also a wide field within which many genres can be used with specific purposes. Hence, this gives the possibility of choosing which genre to use according to the contents that each teacher wants to work within each lesson. Likewise, there is not a possibility of denying all the advantages that come from the implementation of literature within EFL classroom.

All these ideas will be highlighted and justified in this Master's dissertation.

The main aim of this dissertation is to demonstrate the importance and the possible benefits of using both literature and feminism as a global issue as means of EFL learning and teaching processes. Apart from this, many other objectives should be taken into consideration.

First of all, it would be important to mention the objectives related to the implementation of literature in EFL classrooms. One objective would be to recognise which teaching approaches or methodologies are the most appropriate ones to implement the use of literary texts in EFL lessons. Besides, it would be important to know how the Spanish curriculum in Obligatory Secondary Education considers literature within the EFL subject. Furthermore, another objective is to be conscious of what kind of aspects it is vital to bear in mind to choose a literary text.

Next, neither should be disregarded the objectives related to the introduction of global issues and more specifically of feminist affairs in the EFL classroom. The first objective to mention is to have information about what is understood by feminism, leaving behind many erroneous concepts. For it, it is also important to be familiar with its history. What is more, it would be relevant to prove and be informed about the necessity and the possible benefits of introducing feminism as a current global issue. Moreover, another objective is to know how the Spanish curriculum in Obligatory Secondary Education considers global issues and more specifically feminism. As the last objective, it is vital to prove that being feminism in a wide field allows EFL teachers to have more possibilities when selecting the contents which should be considered in each lesson.

Finally, as a more general objective, it would be important to carry out a didactic proposal in which both literature and feminism are introduced as part of the contents and as means of learning. Besides, regarding the didactic proposal, but as a more specific purpose, we can mention the following objectives. The first one would be to help students to develop not only linguistic but also communicative competences. Moreover, to achieve the different objectives that are established by the Spanish curriculum in Obligatory Secondary Education should be taken into account. Also, it is considered to work with an appropriate methodology to implement both feminism and literature in the EFL classroom. Furthermore, another objective would be to deal with a great number and variety of technological devices and resources. Last but not least, it cannot be forgotten to develop cooperative and interactive work among students.

To fulfil the objectives previously mentioned, this Master's dissertation will be carried out according to the following structure: it will be divided into two main parts:

The first part (Part I) would be a theoretical section which will be divided into two main points. Being the first one devoted to the relation between literature and education and the use of literary texts in the classroom, and in which the following information is included as well as distributed among different sections: a review of how literature has been introduced in EFL classroom through time, as well as how literature implementation in Obligatory Secondary Education is considered by the Spanish curriculum; the appropriate approaches or methodologies to use literary texts as means of learning, the parameters to bear in mind and possible genres to be used when selecting the literary material of each lesson, and finally, the possible benefits which the implementation of literature in EFL classroom can offer. The second main point of the first part of this dissertation would be focused on the importance of introducing global issues in the classroom and on the necessity of addressing global issues as feminism in the EFL classroom. Here, we deal with a definition of what is understood by global issues, and the importance and possible positive outcomes of being part of the Spanish curriculum in Obligatory Secondary Education. Besides, to have a better understanding and a clearer idea of what is known as feminism, there would be a review of the different feminist waves, a proper definition of what is understood by feminism, and last but not least, through which different aspects of feminism can be addressed.

Then, the second part (Part II) of this dissertation will be devoted to exemplifying the theoretical part of this work, and its implemented methodology by means of a didactic proposal in which both aspects mentioned above need to be included: literature and feminism.

Finally, to conclude this study, some suitable conclusions will be provided with a summary of the findings and results as well as the references used.

PART I

1. LITERATURE AND EDUCATION

According to Ezra Pound, literature is actually meaningful and purposeful language “Literature is language charged with meaning.” (Pound, 1934: 28). What is more, literature deals with people across cultures and periods of time. Besides, it is a fact that literary texts should be considered as fairly genuine materials of both a language, a society and the place in which this language is spoken. Therefore, and without a shadow of a doubt, literature and language teaching ought to be related to each other. Namely, literature would be a valuable resource in the process of learning a foreign language for many reasons, including linguistic skills improvement such as reading and writing competences and other language competences as sociolinguistic, and even some personal benefits.

In order to direct attention to those reasons which prove the importance of including literary texts as a source of language input and as a means of learning and teaching English as a foreign language, this section will be divided, as it has been mentioned before, in two parts: the first one would be devoted to a research on how literature has been introduced as part of English subject through time, the Spanish curricular framework, some appropriate methodologies, parameters to bear in mind and possible genres to be used, and the second one would be explicitly focus on those advantages of using literature as a means of EFL learning. Consequently, all this can be used to know how to get the most out of using texts in EFL classroom.

1.1. The use of literary texts in the classroom

1.1.1. Literature through time

EFL teaching has not always been the same, therefore, and as a consequence, using literature as a means of learning a foreign language has had some vicissitudes. In fact, not only have the means of teaching changed, but also the contents, the objectives and, in short, the methodologies. Thus, in order to know the current situation of literature as a means of EFL teaching, a study should be carried out of how literary texts have been used over the years.

Regarding the early years, the beginning of the teaching of modern vernacular languages ought to be placed in England at the end of the Middle Ages, after French-language died out as the second language of the kingdom and gradually surrendered to English (Howatt & Widdowson, 2004: 9). Besides, it would be relevant to mention that in that period the necessity for learning a language was quite specific: trade and other policies. Therefore, it is apparent that literature was not used directly as a tool of EFL learning.

From the Seventeenth and Twentieth Centuries, the study of classical languages was applied to the study of foreign languages (Cerezal, 1995: 112). With reference to the *Journal of Language Teaching and Research*, written by Zhou and Niu (2015: 798), the writers agree that “generally, the classical languages were taught by reading and translating texts extracted from classical literature, which was similar to the Grammar-Translation method.” (Kim, 2008: 798). Therefore, if the way of studying classical languages is applied to studying foreign languages, and taking into account that classical languages were taught by reading and translating literary texts, it can be said that the foreign language study of that period was focus on reading and translating literary texts. Following Cerezal (1995: 112-113), “in the 19th century, this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed”.

Direct or Natural methods were used as a reaction to the Grammar-Translation approach. One of the main points here is to focus on foreign language acquisition rather than on foreign language learning. Krashen and Terrell (1998: 18) made a distinction between learning and acquiring a language, and the Natural method is related to the natural acquisition of a foreign language, and that is, learning a FL in the say way children learn mother language. Therefore, it could be considered that, regarding this method, literature is introduced in the same way it is done in the first language: in an indirectly and a not much purposive way, given that literature heritage of that language can be contemplated as part of that language more than as a means of learning.

It was not until the middle of the Twentieth Century that the Grammar-Translation method used literature in an extensive way, even that it ended up becoming the centre of

its teaching proposal, based on translation, memorization of grammatical rules and imitation of "high" samples of language (Albadalejo, 2007: 2)¹.

Regarding Structuralist methodology, it would be relevant to mention that this approach dismissed the use of literary text as a means of EFL learning. According to Albadalejo (2007: 3), structuralist programs focused on vocabulary and linguistic structures. For that reason, literature was not a suitable way of learning a language due to these programs followed graded structures depending on the difficulty that those structures and the vocabulary presented to the students. Therefore, literary works could not be adapted to the aforementioned stages.

Towards the 70s, Notional/Functional programs appeared, and with them the important inclusion of aspects related to the social use of the language, although in practice the contents, although organized into notional and functional categories, continued to revolve around the linguistic aspects of the language, and the renewal of the teaching of foreign languages was not totally effective, but partial (Albadalejo, 2007: 3).

Neither should we overlook the Communicative methodologies. According to Albadalejo, it was not until the 80s that the end of the established approaches concerning the acquisition of new languages was a reality (2007: 3). Therefore, considering this approach, language was then considered as a tool of communication. What is more, and according to Cerezal (1995: 120), this method can be seen as a reaction to the communicative incompetence of students who followed structuralist and grammatical-focused methodologies which lead those FL students to be simply structurally competent. Besides, within this approach, the use of authentic material is present and it makes that FL students appreciate a real and natural language (Cerezal, 1995: 124). As a result, literature can be introduced as part of the contents since, as it has been previously mentioned, it is one of the most authentic presentations of a language. Nevertheless, literature was considered as an essentially written and static language form, removed from the expressions used in daily communication (Albadalejo, 2007: 4).

¹ Hereafter, Albadalejo's quotes have been provided from my own translation.

1.1.2. Curricular framework

It would be relevant to be aware of the current Spanish legislation in order to develop my view on the matter; hence, two documents will be taken into consideration:

First and foremost, according to LOMCE (*Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*)², students are the centre and the *raison d'être* of education. Therefore, with the purpose of improving the educational situation, this legislation (BOE) proposes the following:

One of the first objectives of this law is to end social conditions to allow everyone to study. In other words, the economic or social situation is no longer a problem, so that anyone can develop his/her talents, abilities and intelligences (2013:3). Moreover, it stated that the educational level of citizens determines their ability to compete successfully in the international scene and to make them capable of facing future challenges (2013:3).

Personal development is another important focal point, since LOMCE tries to facilitate personal development and social integration. Not only does this law determine professionally goals and expectations, but also personally ones (2013:3). What is more, appropriate conditions are created which allow students their full personal and professional development, as well as their effective participation in the social, cultural and economic transformation processes (2013:4).

Furthermore, another proposal would be the increase of the current levels of education to promote peaceful coexistence and the cultural development of society (2013:5). And last but not least, it agrees about social transformation to reach a more global, open and interconnected world (2013:5).

Finally, in *Capítulo III, Currículo y distribución de competencias, Artículo 6. Currículo*, this legislation provides us with the official curriculum and the competence distribution which is composed of the following elements (BOE: 2013:12):

- i. Objectives of each educational stage.

² Hereafter, LOMCE's quotes have been provided from my own translation.

- ii. Competences to apply the appropriate contents in an integrated way, and to achieve a proper performance of the activities and an effective resolution of problems.
- iii. Contents that contribute to the achievement of the objectives of each educational stage and to the acquisition of competences.
- iv. Methodologies which include both the description of teaching practices and the organization of the teachers' work.
- v. Assessable learning standards and results.
- vi. Evaluation criteria of the acquisition of the competences and the objective achievement of each learning stage.

Nevertheless, and according to BOE each institution has the possibility of complementing the contents of the different subjects. Moreover, centres can design their own pedagogical and didactic methods (2013: 14). Consequently, this fact allows teachers to have a wider field of work.

The second document to be taken into consideration would be “*Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*.”³ This Royal Decree is based on the learning increase through competencies which are integrated into the curricular elements to promote a renewal in teaching practice and in the teaching and learning process (BOE, 2015: 170). Furthermore, and according to this Royal Decree, new approaches to learning and assessment, and some innovative methodological approaches are proposed, which must be an important change in the tasks to be solved by students (BOE, 2015: 170). What is more, all this it means a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioural components that are put together to achieve effective action (BOE, 2015: 170). Finally, it is important to mention that these new and innovative approaches (learning by competencies) benefit the learning processes and the learning motivation (BOE, 2015: 170).

³ Hereafter, Royal Decree's quotes have been provided from my own translation.

1.1.3. Appropriate methodologies

According to Russell (1926: 181), more importance should be given to methods, techniques or how the contents are taught inside the classroom than to the curriculum itself, and so that objectives, competences, contents and results, among others. Besides, he refers to the spirit, enthusiasm or the determination needed in teaching those contents, since it seems to be essential to achieve success in an educational context. Therefore, in this part, some methodologies would be taken into account to find an appropriate methodology in which literature is considered as a means of EFL learning.

To begin with, it would be important to mention the Story Grammar Approach (hereafter, “SGA”). According to Dr Andrew P. Johnson (2020: 0:05-0:12), this approach is a simple idea used to develop effective comprehension. SGA essentially says that stories have a structure, a grammar in which there are characters, settings and events, and when students begin to naturally look for and recognise the structure, it will be easier for them to comprehend or to create a meaning (Johnson, 2020: 0:18-0:40).

Another methodology that includes literature as a means of EFL learning is the Reader-Response Approach (RRA). According to Woodruff and Griffin (2017: 109), “The central component of reader response involves giving students opportunities to make meaningful, authentic connections with the texts they are reading.” Moreover, Woodruff and Griffin affirm that:

when using the reader response approach, teachers become facilitators rather than lecturers, and students actively engage with texts as they transform the texts’ words into meaningful connections to their personal lives. Reader response helps secondary students increase their reading comprehension and interaction with texts. (2017: 109).

Regarding the Literature-based approach in language teaching, it would be important to say that the basis for literary instruction is using children’s books (Johnson, 2020: 0:06-0:14). In addition, according to Johnson, this approach has many benefits, for instance, it is an authentic approach that gives the teacher flexibility in terms of books, genres and subject areas. Also, the materials are cheaper than basal books which generally are much less interesting than stories (2020: 5:29-6:01).

Last but not least, another methodology which could consider literature as the means of learning is Content-based language teaching. According to a Content-based

instruction article, students “learn about [a] subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language” (Peachey, n.d.). In other words, they are working, in this case, with a piece of literature using the language that they are learning, so that students learn the target language in an indirectly way through some contents.

As it is visible, these are some examples among the great number of methodologies which include literature as part of the teaching means. What is more and what tends to be the case is that each methodology gives teachers the opportunity to adapt it to his or her specific purposes. Hence, it would be important to think about the appropriate methodology in several parameters.

1.1.4. Parameters to bear in mind

As it has been aforementioned, in each methodology, which uses literary texts as a means of learning, some other aspects ought to be borne in mind with the main purpose of achieving students’ accomplishments in EFL learning. Those parameters will be divided as follows:

a. Criteria for selecting literary texts

The first criterion to take into account is the objectives that the teacher has in order to use the literature in the classroom. According to Akyel and Yalcin (1990: 175), one objective would be “to broaden students’ horizons by giving them a knowledge of the classics of literature”. Besides, we can consider “to stimulate students’ creative and literary imagination and to develop their appreciation of literature”) as two other aims. To the contrary, the main purpose can be simply to improve linguistic knowledge, as for example, reading comprehension, summarizing abilities, among others.

In the second place, other criteria to bear in mind are both the level that the students have of the target language and literary level the students already have:

- Regarding the level of the target language that the students have, it is important to choose carefully the literary texts according to the level of each students’ group. For that reason, graded readers in the EFL classroom should be mentioned. According to Zoreda and Vivaldo-Lima (2008: 23), “Graded literary readers are

carefully adapted from the original text to match students' developing linguistic ability". Furthermore, and according to Demetriou and Ruiz (2020), graded readers ensure that "the number of new words is controlled, the grammatical structures are limited to those that the student already knows, the amount of information is reduced, narrative techniques are simplified, and that pictures and photographs are generously included to support the text. Also related to the linguistic level issue, it would be important to mention the scaffolding concept. According to McMahon (1996) in Zoreda and Vivaldo-Lima (2008: 23-24),

"[Scaffolding] comes from a social constructivist conception of learning in which the teacher creates affective and pedagogical support, including materials, experiences, peer interaction, and teacher-student interaction, through activities of increasing difficulty that systematically challenge a learner but are still achievable given his or her level of experience, which is called the "zone of proximal development" (McMahon 1996, 60)"

- As for the literary level that students already have, it would be relevant to know if the students have any literary knowledge both in the target language and in their mother tongue. For instance, it would be easier for them to analyse a poem (being capable of identifying some literary devices or symbols) in the target language if they have previously practised something similar in their mother tongue. Therefore, the literary text difficulty should be chosen according to how students are used to this kind of content.

Thirdly, another criterion to have in mind is the specific task for which we are using literature. While contents are being used, some tasks should be carried out and for that reason, each literary text should be previously studied to see if it is appropriate for that concrete task. Thus, it is vital to determine the objectives of the task and then, to prove that with the help of literature this task will be fulfilled.

Last but not least, the fourth criterion would be students' cultural background. According to Sercu, Méndez and Castro (2004: 85-86),

learning a new language [...] involves more than the acquisition of linguistic and communicative competence in that language. It also entails an increase in learners' familiarity with that language's cultural background, an expansion of the learner's cultural awareness and intercultural competence.

Therefore, in order to be able to introduce literature as a cultural demonstration and familiarise students with intercultural factors, the teacher needs to make sure that students have appropriate cultural competence. For instance, it would not be easy to understand George Orwell's novels without being conscious of the social and political situation in Europe at that time.

b. Texts-frequency factor

Beyond doubt abusing some specific contents or means in EFL learning can bring unwanted results: tediousness. Therefore, another parameter to bear in mind is the text-frequency factor. Lessons should be dynamic and then, teachers need to consider how often literary texts are used as a means of learning in order not to fail in achieving the objectives.

c. Texts-variety factor

Practically looking for the same goal, what tends to be the case is that making use of literary texts which are focus on the same matter can obtain the opposite outcome: monotony. Contents ought to be varied or at least exploited from different points of view. Following Akyl's statement, "the texts should be of all types and genres and should take into consideration [...] the interests of the students" (1990: 178). Nonetheless, and according to Albadalejo (2007), what all texts need to have in common is that they are significant and motivating (10), and including various skills (11).

1.1.5. Literary genres

Literature is a quite broad field in which many literary genres can be found. Those literary genres, although they share many aspects, are different among them. As a result, genres can be used in EFL classroom and each of them will contribute to particular utilities. Some of the genres, which an EFL teacher can use, are the followings:

a. Drama

According to Demetriou and Ruiz (2009: 95), "no one doubts today that the theatre is a useful tool in language teaching. Students respond to drama with a great amount of involvement and motivation". In addition, drama can be used for helping students to develop self-esteem, combating their shyness and lack of self-confident, to develop improvisation and memorization skills, the improvement of speech and to improve

personal (individual and collective) relationships (Demetriou and Ruiz, 2009: 94-95). Actually, drama can be considered as the language put into practice. Therefore, it ought to be borne in mind when a methodology based on communication is being applied, and that is that the students need to perform the previously provided input.

b. Poetry

Poetry can usually seem a difficult matter for secondary education's students, although it is not what is used as material for EFL teaching, but how it is used. Babae and Roselezam Bt Wan Yahya (2014: 82) enumerate the many advantages of using poetry as a tool of EFL learning, and those advantages, among others, can be: "providing learners with different viewpoints towards language applications"; "motivating the learners for personal interpretations and explanations", as well as, "making the learner familiar with figures of speech (metaphor, simile, etc.)". In addition, poetry can be a useful way in order to practise rhythm and intonation in language production. It is a fact that teachers have many possibilities when choosing poems as learning tools since there are a great number of types or styles, e.g., it can be used from blank verse which has a very specific meter to a free verse which can be considered as almost lacking rhyme. For instance, Demetriou and Ruiz (2009: 27) propose one type of funny poems (to be exploited in the TEFL⁴ classroom): Limericks. This kind of poem has a special set of structures; thus, students can train rhythm and rhyme.

c. Prose

Another genre which can be considered inside the EFL classroom is prose. This is quite a wide field and this can be beneficial since each piece of this type of literature may be chosen by teachers with a specific purpose. Generally, prose provides students with uncountable examples of linguistic structures, as well as narrative strategies. According to Babae and Roselezam Bt Wan Yahya (2014: 83), using this type of works helps students to increase "the learners' knowledge about different cultures, traditions, societies, and people", and even to develop an intercultural feeling avoiding ethnocentrism thoughts. In addition, regarding the difference between reality and fiction, it can be affirmed that both of them have advantages. For instance, novels based on real-life makes students knowledgeable of actual occurrences, as well as it makes them feel

⁴ Acronym for teaching English as a foreign language.

part of the story itself while fiction helps learners to develop imagination through imaginary worlds.

d. Young adults' literature

In Demetriou and Ruiz (2009: 13), it is explained that it was not until 1954 that “the literary world fully realised that young adults (also known as teenagers and adolescents) had different tastes and needs from adult readers.”. For that reason, we should mention young adults' literature. According to Demetriou and Ruiz (2009: 13), it is considered “as the literary corpus that has been written for teenage readers and which deals with such topics as the physical, mental and psychological development of an adolescent towards adulthood”. In fact, students in Secondary Education are constantly living many experiences and situations in which they are forced to practice adulting⁵, and it may be helpful for them to introduce this kind of topic in order to make them conscious of their near future. Some of the main topics of this literary genre would be sex (the main issue in the interest of teenagers), drugs, gangs, violence, social idealistic issues as gender violence or the struggle against injustice (Demetriou and Ruiz, 2009: 13).

1.2. Pros of using literary texts in the EFL classroom

As for the benefits of implementing literary texts in EFL classroom, it would be relevant to highly mention that not only does it help students' personal benefits, such as the development of critical thinking and other abilities and emotions as motivation or empathy, but also it contributes to developing language competences. What is more, in the foreign language acquisition process, students need to acquire all language competences in order to perform actions, to use that language. Therefore, and beyond any doubt, only if there are personal benefits and the acquisition of those language competences is completed, the target language will be acquired. Hence, this section will be divided into two different parts which can be helped by implementing the literary text in the EFL classroom: language competences and personal benefits.

1.2.1. Language competences

Regarding this section, we should focus on language competences. Following Common European Framework of Reference for Languages' statement, “competences

⁵ Acting as adults.

are the sum of knowledge, skills and characteristics that allow a person to perform actions” (2001: 9). Therefore, this theoretical section will have three main focal points: first, we will take into account the advantages on the four language skills. Then, the benefits we can find in the general competences will be considered. Finally, we will pay attention to the improvement of the communicative language competences when using literature as a means of EFL learning.

Above all, according to Albadalejo (2007: 4-5), “literary texts offer as language input to develop the four fundamental linguistic skills in the acquisition of a language: reading comprehension, listening comprehension, oral expression and written expression. Then, each skill can be practised as follows:

- i. Speaking can be practised “reciting poems (especially when dealing with specific sounds and stress, rhythm and intonation), drama, singing songs.” (Demetriou and Ruiz, 2009: 91).
- ii. Listening skill can be trained through “drama (listening to a play), the oral narration of fairy tales or poems, declamations, songs.” (Demetriou and Ruiz, 2009: 91).
- iii. Writing skills can be improved by writing short stories, dialogues or descriptions (if it is focused on fiction) (Demetriou and Ruiz, 2009: 92).
- iv. Reading practice can be carried out through “fiction (especially novels and short stories)” (Demetriou and Ruiz, 2009: 92), without disregarding “graded readers”.

Therefore, as it can be seen, using literary texts as a means of EFL learning not only does it immerse students in the literary inheritance of a language, but also it helps to improve the four linguistic skills. According to Albadalejo (2007: 4-5), there is the necessity of finding some strategies to make literature a more significant part of foreign language teaching programs and of taking advantage of those linguistic benefits previously mentioned within a meaningful cultural context.

Neither should we overlook how considering literature as part of the contents for EFL learning will also provide some benefits both to the general competences of an individual and to the communicative language competences.

Therefore, the improvement on the acquisition of those general competences would be another reason to include literary texts as EFL contents. According to the Common European Framework of Reference for Languages (hereafter, “CEFR”), “general competences are those not specific to language, but which are called upon for actions of all kinds, including language activities” (2001: 9). Thus, we are going to focus on the benefits in the four general competences that a student is able to achieve (Council of Europe, 2001: 101-):

a. Declarative knowledge (*savoir*)

Literature background can help to develop knowledge competence, for instance, acquiring some additional knowledge of the world, as well as, sociocultural knowledge (“Knowledge of the society and culture of the community or communities in which a language is spoken is one aspect of knowledge of the world.” (Council of Europe, 2001: 102)), or intercultural awareness (“Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’ produce an intercultural awareness.” (Council of Europe, 2001: 103)).

b. Skills and know-how (*savoir-faire*)

The use of literary texts can increase some additional knowledge about social skills, living skills, vocational and professional skills, leisure skills, as well as develop some intercultural skills such as knowing how to deal with stereotyped relationships (Council of Europe, 2001: 104-105).

c. ‘Existential’ competence (*savoir-être*)

Another advantage of using literature as part of the contents in the classroom could be the further development of the existential competence of an individual, and that is:

The communicative activity of users/learners is affected not only by their knowledge, understanding and skills, but also by selfhood factors connected with their individual personalities, characterised by the attitudes, motivations, values, beliefs, cognitive styles and personality types which contribute to their personal identity (Council of Europe, 2001: 105).

d. Ability to learn (savoir-apprendre)

Besides, according to CEFR, “savoir-apprendre is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary” (Council of Europe, 2001: 107). Therefore, what tends to be the case is that working with literary material can help to develop some abilities such as “language and communication awareness” (Council of Europe, 2001: 107).

After having seen general competences, it is time to focus on communicative language competences which also take advantage of using literature as a means of learning in EFL subject. According to CEFR, “Communicative language competences are those which empower a person to act using specifically linguistic means.” (Council of Europe, 2001: 9). Taking CEFR into account, this section will be divided as follows:

a. Linguistic competences

Linguistic competence was defined by Noam Chomsky as “an idealized understanding of the rules and construction of a given language” (Chomsky, 1965). Therefore, using literature as an authentic material of a language means that students are being provided with real examples of rules and constructions of the language they are learning. What is more among the linguistic competences we can find the following competences which can be improved in the following way:

- Lexical competence is defined by CEFR as “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements.” (Council of Europe, 2001: 110) and, with the help of literary texts, a broad repertoire of new vocabulary such as idioms and colloquialism can be learned.
- Grammatical competence should be defined as “knowledge of, and ability to use, the grammatical resources of a language.” (Council of Europe, 2001: 112), and reading the way tenses are formed can facilitated, for instance, the fluency and proficiency when the student conjugates tenses while she or he is speaking.

- Semantic competence “deals with the learner’s awareness and control of the organisation of meaning.” (Council of Europe, 2001: 115). Thus, semantic competence can be improved, for example, in the way a student learns, and then understands, the meaning of an idiom.
- Phonological competence “involves a knowledge of, and skill in the perception and production of: the sound-units [...], the phonetic composition of words, [among others]” (Council of Europe, 2001: 116). This competence can be practiced through a play, and learning to put the stress of words correctly, or even learning about words intonation.
- Orthographic competence “involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed.” (Council of Europe, 2001: 117). It can be the case that reading a great number of literary texts can help to know how to spell a word correctly.
- Orthoepic competence deals with the relation between the written form of a word and its correct pronunciation (Council of Europe, 2001: 117). In this case, reading texts means continually practising this process: reading a word and automatically knowing how it should be pronounced.

b. Sociolinguistic competences

According to CEFR, “sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use.” (Council of Europe, 2001: 118). As it was aforementioned, literary texts are authentic material of a language, then it is an appropriate source of information about that social dimension of a language. Moreover, among the sociolinguistic competences we can find the following matters which can be improved in the following way:

- About linguistic markers of social relations, the CEFR states that “These are of course widely divergent in different languages and cultures, depending on such factors as a) relative status, b) closeness of relation, c) register of discourse, etc.” (Council of Europe, 2001: 119). Then, learning about literature background of a language/country means being aware about some specific linguistic markers of social relations of that language.

- Politeness conventions “provide one of the most important reasons for departing from the straightforward application of the ‘co-operative principle’” (Council of Europe, 2001: 119). Reading literature can help that showing interest in a person's well being is a positive politeness indication.
- Expressions of folk wisdom “fixed formulae, which both incorporate and reinforce common attitudes, make a significant contribution to popular culture [such as proverbs and idioms]” (Council of Europe, 2001: 120). Therefore, being in contact with authentic material of a language can provide indirectly knowledge about a matter like that.
- About register differences, CEFR affirms that “The term ‘register’ is used to refer to systematic differences between varieties of language used in different contexts.” (Council of Europe, 2001: 120). Literary sources bring students closer to the different levels of formality and informality, for instance, ‘horse’ term would be a neutral term while ‘steed’ would be the formal one.
- Dialect and accent is “the ability to recognise the linguistic markers of, for example: social class, [...] national origin, ethnicity, occupational group” (Council of Europe, 2001: 121). Therefore, literature from different parts, where the studied language is spoken, can be used in order to know about the variety of that language, in this case of English.

c. Pragmatic competences

Following CEFR, “Pragmatic competences are concerned with the user/learner’s knowledge of the principles according to which messages are: a) organised, structured and arranged (‘discourse competence’); b) used to perform communicative functions (‘functional competence’)” (Council of Europe, 2001: 123).

- Discourse competence can be considered as “the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language.” (Council of Europe, 2001: 123). Thus, within literature strategy, this competence can be improved, for instance, through writing summaries about a text, and then, the way a message is organised (coherence and cohesion) is reinforced. Or what is more, another suggestion would be practising turntaking through reading drama.

- Functional competence “is concerned with the use of spoken discourse and written texts in communication for particular functional purposes” (Council of Europe, 2001: 125). In this case, with the help of literature students can appreciate that language always has a function, that when language is used is to accomplish functions as asking, reporting, among others.

It is said that it is not until the total acquisition of all competences that the FL learner is considered to have communicative language competence, and therefore, to be capable of doing a successful communicative performance. The more content a teacher uses as a means of learning a foreign language, the more effective will be for the students to achieve communicative language competence.

1.2.2. Personal benefits

Undoubtedly, not only does the introduction of literary texts in the EFL classroom present several advantages for language skills and competences, but also it provides personal benefits. Hence, with the help of literature, students can develop the following abilities and emotions:

Firstly, according to Demetriou and Ruiz, “literature stimulates the student’s imagination.” (2009: 91). Besides, she affirmed that, for instance,

The student’s imagination can be improved by encouraging him/her to make up his/her own endings, draw pictures of the plot or of the characters, make a comic, dramatise the action in front of other children, change the roles of the ‘goodies’ and the ‘baddies’, etc. (Demetriou and Ruiz, 2009: 91).

What is more, and according to Collie and Slater (2002: 5) in Albadalejo (2007: 8), a literary text is an excellent aid for oral work, which will make students more creative and riskier at a productive level. Undoubtedly, practicing their productive competence helps to develop students’ imagination as they are willing to any possibility. In fact, Akyel and Yalcin affirm that one of the teacher’s objectives for introducing literary texts in the EFL classroom is “to stimulate students’ creative and literary imagination and [also] to develop their appreciation of literature” (1990: 175).

Secondly, another aspect that can take advantage of literature is motivation. Following Demetriou and Ruiz statement, “literary characters usually connect well with

the child's world of fantasy. [Therefore,] children feel more motivated to learn the language if they feel their own world is represented in front of them" (2009: 91).

Thirdly, empathy would be another emotion which can be affected in a positive way. Ann (2020: 2:43-2:49) guarantees that "reading literature makes us more empathetic". In fact, what we are doing through protagonist actions is judging them against what we would do in the same situation (Ann, 2020: 3:09-3:17). Therefore, if teachers put students through the experience of reading literature, they will practice making decisions in specific situations and learning that those decisions have consequences.

Another aspect, which does not provide something new to students, but it helps to relieve themselves of a bad habit: excess exposure to TV or computers. According to Demetriou and Ruiz, "literature makes good readers of our students and reduces their dependence on TV or computers." (2009: 92).

Finally, if we consider literature an undoubted source of advantages, it is also important to mention that it helps to develop critical thinking. Woodruff and Griffin (2017: 108) state that "reading is a lifelong skill that students must master to become critical, engaged readers and thinkers in both school and life". Besides, it is a fact that

although teachers sometimes find it easier to impart their knowledge directly about a literary piece, students benefit most from reading texts when they are provided opportunities to think critically and thoughtfully on their own terms without first being bombarded by the thoughts of others (Woodruff & Griffin, 2017: 108).

As we could see, when literature is used in the classroom as a means of EFL learning, there is a great number of advantages both for language competences and also for the inner emotions and capabilities of students.

2. GLOBAL ISSUES IN THE CLASSROOM

To begin with, a definition of what is understood as global issues ought to be provided. According to Bhargava (2006), global issues can be considered as problems "whose solution requires cooperation among nations" (1). Some of them can be "Climate change, avian flu, financial instability, terrorism, waves of migrants and refugees, water scarcities, disappearing fisheries, stark and seemingly intractable poverty" (Bhargava,

2006: 1). Besides, not only do global issues concern a single society, but it “affects a large number of people on different sides of national boundaries” (Bhargava, 2006: 1).

One question should be considered: Is it a fact that people are not usually aware about what is understood by global issues? What tends to be the case is that the less some matters are considered since childhood, the more unfamiliar they are to society in the future. Therefore, this leads us to the following question: “What kind of education should students receive in order to be proficient in international, multicultural society? Equally importantly, what kind of knowledge should educators have in order to teach in an increasingly globalized world?” (Hutchison & Greg, 2009: 1-2).

Therefore, and beyond any doubt, global issues should be part of the curriculum in order not only to prepare learners for a globalized world, but also to rule out some thoughts and actions which go against fundamental entitlements.

First of all, it would be an appropriate starting point to focus on the consideration of global issues in the Secondary Education curriculum both in the present days and some years ago in order to be conscious about its past and current situation.

Regarding the past situation of global issues in Secondary Education, and according to the article written by Rascón (2014), “Since 1991 the [...] secondary education curricula in Spain have promoted the teaching of value-laden issues across all subjects.” (115). Although, it was not until 2007, under LOGSE law, that those CCIs were not taken into consideration (Rascón, 2014: 115). Furthermore, it would be important to mention what is known as CCIs (Cross-Curricular Issues). “Cross-curricular learning involves establishing patterns of information between different academic subjects.” (What is Cross-curricular?, n.d.). In other words, CCIs refer to those issues which are considered as the curriculum of different subjects in the education framework. According to the application of CCIs Rascón (2014) stated,

that all teachers should address moral and civic education, peace education, health education, gender education, environmental education, sex education, consumer education and road safety education in their classes in order to achieve the full development of the student’s personality (115).

Regarding the current situation of global issues in Secondary Education, it would be necessary to be aware of the current Spanish legislation.

According to BOE⁶, it is affirmed that education for democratic citizenship is essential to promote a free, tolerant and fair society that contributes to stand up for values and principles of freedom, pluralism, human rights and the rule of law, which are the foundations of democracy (*Recomendación*, 2012: 2, as mentioned by BOE, 2013: 10). Besides, the challenge of a democratic society is to create the conditions so that all students can acquire and express their talents, in short, a commitment to quality education as a support for equality and social justice (BOE, 2013: 3).

One of the main aims of this law is putting into practice values that favour personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice, as well as that help to overcome any type of discrimination (BOE, 2013: 10). In fact, equity and quality are two sides of the same coin. A quality education system in which it is not a priority to eliminate any hint of inequality cannot be imagined (BOE, 2013: 5).

Furthermore, according to BOE (2013), only a quality, inclusive and demanding educational system guarantees equal opportunities and makes effective the possibility for each student to develop the maximum of their potential (4). In fact, only from quality can the mandate of article 27.2 of the Spanish Constitution be effective: "Education will have as its objective the full development of the human personality in respect of the democratic principles of coexistence and fundamental rights and freedoms." (art. 27.2 CE, 1978: 29318, as mentioned by BOE, 2013: 4).

Finally, regarding methodology, it is necessary to incorporate civic and constitutional education into all subjects during basic education in a transversal way, so that the acquisition of social and civic competences is included in the daily dynamics of the teaching and learning processes and is thus enhanced (through a joint approach) its possibility of transfer and its guiding nature (BOE, 2013: 11).

2.1. The importance of global issues in the classroom

Nowadays nobody would doubt the importance of addressing global issues in the classroom. The introduction of global issues in the EFL classroom, as in any other subject,

⁶ Recommendation [Rec (2002)12] of the Committee of Ministers to Member States on education for democratic citizenship adopted by the Committee of Ministers on October 16, 2002, at the 812th meeting of Ministers' Deputies.

provides a great number of advantages that teachers should take into consideration in order to make the most of each student's learning process.

On the one hand, the introduction of global issues in the classroom makes the students be aware of social principles and, in short, fight for them. Some of these principles would be freedom ("the power or right to act, speak, or think as one wants without hindrance or restraint" (Gammon, 2012)); pluralism ("people of different beliefs, backgrounds, and lifestyles can coexist in the same society and participate equally in the political process" (Longley, 2019)); solidarity ("based on sharing both the advantages, i.e. prosperity, and the burdens equally and justly among members." (Solidarity principle, 2011)); tolerance ("willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them" (*Cambridge Dictionary*, n.d.)), among other Human Rights.

On the other hand, addressing global affairs in the classroom contributes to students feel the necessity of ending actual issues. Some of those global problems to eradicate would be homelessness (students would understand that everyone needs a place to live), poverty which "entails more than the lack of income and productive resources to ensure sustainable livelihoods." (United Nations, n.d.), forced migration ("movements that refugees, migrants, and IDPs⁷ make for different reasons such as drought, hunger, wars, among others" (Giovetti, 2019)), climate change which threatens food production, rising sea levels, the risk of catastrophic flooding (United Nations, n.d.), inequalities "between social groups, including those based on age, gender, race, ethnicity, migrant status and disability, [which] are pervasive in developed and developing countries alike." (United Nations, n.d.), among other actual issues.

In short, introducing global issues in the classroom encourages students to be part of the creation of a better world. According to the National Youth Council of Ireland (2021), we must support and empower young people to have empathy, value, solidarity and be meaningfully engaged in the global community in which we all live. In that way, young people can find and provide the solutions needed to end all forms of poverty, fight inequality, talk about climate change and challenge the causes and consequences of the issues of their time (National Youth Council of Ireland, 2021).

⁷ Acronym for internally-displaced persons.

2.2. Feminism as a global issue

Defined by *Cambridge Dictionary* as “belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state” (n.d.). Therefore, feminism is about equality (Mackay, 2017: 1:35-1:38). Not only does feminism try to liberate women, but all the society from patriarchy which refers to a world where men dominate every mainstream institution of power and influence politically and culturally (Mackay, 2017: 6:32-6:52).

In present-day society, feminism is considered as revolutionary as it addresses challenging and changing structural inequalities which are actually big and revolutionary matters. But it is for that reason that it should be considered as a social justice movement towards equality (Mackay, 2017: 7:25-7:44).

For centuries, it has been believed that men are superior in all aspects, keeping women in an inferior position. Therefore, before continuing to deal with present feminism and continuing to give reasons why feminism should be considered as a global issue, a study on the history of feminism ought to be carried out. To do so, we are going to focus on four women who, through literature, have addressed feminist matters.

It was in 1792 when Mary Wollstonecraft published her book *A Vindication of the Rights of Woman: with Structures on Political and Moral Subjects*. Mary did not fight for women to have power over men, but to have power over themselves. In order to make that possible, women need to have equal education rights to men. It was a fact that women could be educated, but only in domestic aspects: an education completely based on men necessities. Wollstonecraft, helped by literature, claimed that women are neither the useless nor the intellectually inferior gender, but that their intelligence is called into question. Consequently, all this led to consider Mary Wollstonecraft as a rebel, radical and reformist woman of her time.

A century later, things did not change much. Women still had to struggle against inequality. At the beginning of the 20th century, Virginia Woolf claimed that women have fewer possibilities than men. She wrote many novels in which she believed that men could do great things because they have possibilities. Nevertheless, if women are not given the opportunity of educating themselves, they will never do great things.

In this period, women were not supposed to develop some activities, such as having some kind of occupation but to be locked in a world which was completely dominated by men. Unfortunately, women were still considered inferior in intellectual aspects. Virginia dealt with those intellectual and artistic women capabilities, focusing on the relation between women and literature. Working as a writer was not an easy occupation, and the biggest problem was being a woman. Definitely, and according to Woolf, the possibility of women being educated, having the opportunity to develop as intellectual and independent human beings is completely related to the fact of women having their own time, space and money: “A woman must have money and a room of her own if she is to write fiction [(if she is to have any of the occupations that men could access)].” (1929: 3).

Halfway through the 20th century, feminism took other courses. For years, the feminist movement had focused on claiming white women rights. Then, it is toward the end of the 20th century that black women were also taken into consideration within the feminist field. One of the main women writers who dealt with this matter was Angela Davis. In 1981, she published *Women, Race and Class*, an essay in which she defends black women who are said to suffer a double oppression: for being black people and for being women. From it, “Feminist will be anti-racist or won’t be” motto was born: “Feminism must be anti-racist if it wishes to respond to the demands of our time” (Davis, 2018: 2:14-2:23) According to Angela Davis, “Women suffered in different ways [...], for they were victims of sexual abuse and other barbarous mistreatment that could only be inflicted on women” (1981: 4). A white man not only did consider himself superior to black women because of his race but also because of the genre. White slaveholder men whipped, mutilated and raped black women. Black women were considered as procreating machines, as objects.

To talk about what is known as the fourth and last feminist wave, we should focus from the end of the 20th century until the present. In this period, one of the most relevant objectives is the need for the majority of the population to defend feminist values; defend gender equality. Feminist struggles are not just beneficial for women, but all the society to achieve real equality. Besides, Chimamanda Ngozi Adichie, through literature, fights against sexism and those difficulties make that many people are forced to emigrate, especially single mothers. Therefore, it can be seen how this feminism is still focused on ending with classes and gender discrimination.

To sum up, century after century women have fought and they are still fighting to achieve real and fair equality and to end any discrimination related to race, class, sexual preference, gender identification or any other type of prejudice.

Therefore, it has been proved that there are inequalities based on different matters (age, gender, race, ethnicity, migrant status and disability). For this reason, it is necessary to fight against those inequalities if we intend to end them, and feminism can be understood as one of the many ways of ending any inequality. Hence, considering feminism as a global issue and introducing feminist affairs in the classroom contributes to the ending of gender inequality.

According to Mañeru Méndez and Rubio Herráez's division (1992) in Rascón (2011: 99), gender education can be addressed inside the classroom from different issues:

- i. Gender-based violence

It is a human rights violation and one of the most pervasive forms of gender-based inequality (European Institute for Gender Equality, n.d.). Homicides caused by physical violence are the most common ones in our society but it is not the only type of gender-based violence. Also sexual, psychological, economic, intimate partner violence and female genital mutilation should be considered as types of gender-based violence (European Institute for Gender Equality, n.d.). Hence, taking all these issues into account in the classroom provides students' consciousness about that any kind of gender-based violence must not be permitted

Besides, and according to Subirats (2019: 3:40-4:10), there is nothing worse than [women] being killed; there, women have no option. What is more, this reality is not going to end if there is not a change in education, and it must be changed from the core.

- ii. Gender equality in society

Following Simone de Beauvoir's statements, women are the second gender. In fact, according to Varela, there is no area in which women are not underrepresented (2005: 254).

It is a fact that children are constantly paying attention to everything that is happening around them. According to UNICEF (n.d.), girls and boys see gender

inequality in their homes and communities every day – in textbooks [in which, for instance, men are taken in consideration in more occasions than women], in the media [e.g., men hold most of the high positions] and among the adults who care for them [e.g., having a patriarchy attitude at home]. Thus, if they are appreciating any presence of gender inequality in their everyday activities, unfortunately, they will acquire it as a normal condition. For that reason, there is a quite important need of introducing the reality of current inequalities these days in classroom, intending to achieve gender equality in all social spheres.

iii. Women's and men's rights in different parts of the world

It is also vital to mention that in some parts of the world even more gender inequalities can be found. Free from prejudices, teachers should introduce, as part of the curriculum of the subject, different realities of what happens in the rest of the world in order to make them conscious.

Unfortunately, Africa is a continent where there are still many gender inequalities. One evidence could be female genital mutilation, a usual activity that is practised in many areas of Africa. It seems not to be a matter of religion, culture or ethnic groups, but actually, all organizations have affirmed that female genital mutilation is born from discrimination, violence against women and the denial of fundamental rights (Amnistía Internacional, 1999: 62).

Furthermore, according to Françoise Héritier an anthropologist who spent many of her years in Africa, inequality between women and men is established since even before babies are born. She affirmed that women, who belong to a Burkina Faso ethnic group, breastfeed their children differently depending on gender. Héritier explained that when babies started crying, mothers whose babies were boys breastfeed them immediately since, according to their mothers, boys had a red heart and that means that they have a natural angry temperament and if they are not fed immediately, they weaken. In the case of the girls, mothers said that girls have to learn to wait because they will never feel satisfied in life (Héritier, 2020: 1:03:35-1:05:27)⁸.

⁸ This information has been retrieved from a Héritier's lecture in October 24th, 2007, although it has not been uploaded until March 6th, 2020. Besides, it would be important to mention that Françoise Héritier died in 2017.

iv. Sexism in language

Language is the main mean that human beings have to communicate and refer people, and then the language must be equal for both genres. Moreover, it is from education that children learn that language can change if they want it to change. Therefore, teachers have to be careful with the language used in class, as well as addressing the reality about sexism in language in the classroom in order to make students aware.

According to Subirats (2019: 11:21-11:36), what is not mentioned does not exist. If only male is mentioned, and therefore, if women are excluded from language, we are indirectly saying that female is not the important one. In that way, unfortunately, boys are placed in the centre of the educational field. Thus, there are more than reasons for teachers to avoid sexism in language and use gender-inclusive language, for instance, it is not a fireman, but a firefighter; it is not a salesman, but a salesperson; it is not policeman, but a police officer.

On the contrary, if the language itself is not taken into consideration during the process of learning a new language, students will adopt a language which is actually excluding women. And lamentably, those girls accept the normality of a society in which women are not considered, they are not important.

As we could see, introducing feminism as a global issue in the classroom is necessary and beneficial. Students need to know that both genres are equal in all senses, that any topic, object, profession, game or toy is specifically for girls or for boys. Besides, according to Subirats (2019: 15:32-16:00), another goal would be to end anthropocentrism and build an androgynous culture. This means that everything which is for women and everything which is for men must be combined, and made it available both to men and women. This is a difficult process which can only be carried out from education, and especially from coeducation, since it has always been believed that the most important issues belong to men.

In conclusion, any human right violation must be treated since childhood, and therefore, introducing feminism as a global issue in EFL classrooms gives the opportunity of encouraging students' struggle for fundamental rights and gender equality while learning the target language.

PART II

After having dealt with some aspects which have been mentioned in part I of this dissertation, we have enough knowledge not only about the importance and benefits of implementing the use of literature in EFL classroom, about the most appropriate methodologies do to so, about which parameters need to be bear in mind and about which genres can be used, but also we already know the necessity of addressing global issues as feminism whose definition, aims and different waves have been taken into consideration. Therefore, in this second part of this dissertation, a didactic proposal will be developed in which both aspects mentioned above are included: literature and feminism.

1. A DIDACTIC PROPOSAL

1.1. Justification

This didactic unit has been title 'Women can write Shakespeare's plays '

As for the justification and according to the area objectives of the first foreign language in Order of July 14th, 2016, this unit has been designed with the aim that students will understand specific written and oral information, as well as, they will acquire the ability to properly produce and interact in different situations.

Looking for a didactic sense, not only does this unit aim to familiarise and promote a proper recognition of the contents, but also to use the language as a tool of communication. To do so, students will be provided with a wide means of variety to achieve and improve their language competences.

Feminism as a global issue will be introduced as part of the contents and as a real matter in our society nowadays to get students familiarised with that present situation. What is more, students will be also in contact with an authentic language source: literature, which allows students to have a real use of language, and that is, working with real-life matters, making them participate in real-life situations, developing their critical thinking and, at the same time, communicating and interacting with others. Through some chapters of this dissertation, I have tried to demonstrate the importance of implementing both literature and global issues in the FL classroom. Therefore, in this didactic unit, it will be introduced literary texts which are related to the feminist movement. Besides, students will have the opportunity to know more about relevant feminist authors from

different feminist waves (that will be beneficial to understand the differences between those waves before mentioned), such as Virginia Woolf or Angela Davis.

With the underlying purpose of catching students' attention as well as improving their technological use, original and innovative resources and devices have been tried to use. It cannot be forgotten that students are already accustomed to this kind of technology, but possibly in the wrong way. Therefore, it will help them to know how to use those content sources correctly to obtain a didactic benefit.

To sum up, it is hoped that, by the end of this unit, students will have become more aware of the necessity and the importance of considering global issues as feminism in the classroom through authentic materials as it is literature, and using it with a didactic sense.

The following sections will rigorously detail the contextualization, key competences, objectives, procedures and evaluation. Besides, some transversal and interdisciplinary aspects will be taken into account. At the same time, a detailed explanation of the different sessions will be provided, concerning the didactic unit of 'Women can write Shakespeare's plays'.

1.2. Contextualization

As it has been already mentioned, this didactic unit has been entitled 'Women can write Shakespeare's plays', and it has been designed for students who are in the 4th year of Compulsory Secondary Education⁹ ESL classroom. The group is composed of 19 students: 11 girls and 8 boys at Valle del Guadalimar High School, being 133 the total number of students of this institution. This educational centre is a public school that offers a non-bilingual education, and it is placed in Puente de Génave, a small village of Jaén. Puente de Génave is a village with a low socioeconomic and cultural level. Nevertheless, it is a modern town located 130 kilometres from the capital, and the number of inhabitants is around 2.500. Besides, many people of this town are young people, and as a result of this, the enrolment at the centre is not decreasing.

⁹ Compulsory Secondary Education is the last compulsory educational stage withing Spanish system of education.

In this group, there is a homogeneous English level that corresponds to A2.2-B1.1 according to the Common European Framework of Reference for Language (CEFR). This didactic unit corresponds to a unit, and it will be carried out in the second term¹⁰ of 2022, which is from January 10 to April 8. In that way, students will be working with this unit during international women day (March 8) which is devoted to defending the struggle for gender equality. According to temporalisation, this unit will be developed in 7 different sessions of 55 minutes each, and they will be distributed in 3 hours per week.

Regarding diversity outreach, in this group, there are one slow learner and two fast-finishers. In the case of the slow learner, he or she will be assisted by the teacher when needed and he or she will be offered specific worksheets and extra time in order to facilitate his/her learning process. In the case of fast-finishers, they will be provided with more worksheets and activities. It will be also important that the teacher gives to fast-finisher students the role of tutors who can help those students who need it. Using this method, not only has slow-learner been helped but also those fast-finisher students improve in their language acquisition process.

1.3. Key competences

As for the key competences, the blending of practical functions, acquired knowledge, autonomous work, ethical and other cultural values, social behaviour and other components that are taken into consideration to achieve an effective learning process.

According to Order ECD/65/2015, of January 21st relations among competences, contents and evaluation criteria, this didactic unit contributes to the development of the following competences which will be strongly mentioned below:

- i. Linguistic Competence (CLC): This is known as communicative action. Students will communicate by two channels: orally through speaking and interaction patterns and writing through written texts, and using the four linguistic skills. Therefore, it is language put into practice.

¹⁰ Each compulsory educational stage, or what is the same, each academic year is divided into three terms: from September to Christmas holidays, from January 7 to Holy Week and from the end of Holy Week to Summer holidays.

- ii. Digital Competence (DC): technology and some digital resources, known as information and communication technologies (hereafter, “ICTs”), will be employed in the EFL classroom critically and creatively as a means of the language acquisition progress.
- iii. Learning to Learn (L2L): not only is this competence vital for any knowledge acquisition in the educational stage, but also for the lifelong learning process. Students get the ability to start, organise, and be constant and consequent in their own learning process.
- iv. Social and Civic Competence (SCC): students will be taught appropriate behaviour in present-day society. They will learn how to respect and deal with people regardless of race, gender, conditions or with different points of view in diverse contexts. What is more, students will be able to realise a problem and look for a solution always using critical thinking.
- v. Cultural Awareness and Expression Competence (CAE): as it has been already saying, literature can be considered as the heritage of a language of a society. Therefore, students will be able to understand and appreciate any cultural manifestation and heritage, not only with a critical point of view, but also being respectful and considering it as a learning source.

1.4. Objectives

By the end of this didactic unit, students will be supposed to reach a number of objectives divided between didactic objectives, stage objectives and area objectives.

First and foremost, these are the 8 didactic objectives:

1. To distinguish, understand and use appropriately the vocabulary about jobs.
2. To understand, use and realise the importance of basic principles.
3. To recognise and use 'To be supposed to' grammar in all tenses which have been previously studied.
4. To understand and appropriately use modal verbs.
5. To be able to distinguish the different types of modal verbs.

6. To understand oral and written information about the topic.
7. To recognise literary works, as well as, to know how to work with literary texts.
8. To be able to use the information and the acquisition as a tool of communication in real-life situations.
9. To be able to adapt the given information into specific situations.

Secondly, and according to RD (1105/2014), at the end of the stage, students are expected to have the following stage objectives:

- a. To assume responsibly their duties, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue, strengthening human rights and equality of treatment and opportunities between women and men as common values.
- b. To develop and consolidate habits of discipline, study and individual and teamwork as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- c. To Value and respect the difference between the gender, equal rights and opportunities among them. Reject discrimination against people on the grounds of gender or for any other personal or social condition or circumstance. Reject stereotypes that involve discrimination between men and women, as well as any manifestation of violence against women.
- d. To strengthen their affective capacities in all areas of their personality and in their relationships with others, as well as to reject violence, prejudices of any kind, sexist behaviours and to resolve conflicts peacefully.
- e. To develop basic skills in the use of information sources to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially those of information and communication.

- g. To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.
- i. To understand and express themselves in one or more foreign languages in an appropriate manner.
- 1. To appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.

Last but not least, regarding objectives of the foreign language area (FL objectives) compiled in, and according to Order of January 15th, 2021, students have to complete the different objectives: 1, 2, 3, 4, 5, 6, 8, 9, 10 and 12.

- 1. To listen and understand specific information of oral texts in varied communicative situations, adopting a respectful, tolerant and cooperative attitude.
- 2. To express themselves and interact orally in common communication situations in an understandable and appropriate way, practicing dialogue as a means to resolve conflicts peacefully.
- 3. To read and understand diverse texts at a level appropriate to the student's abilities and interests, in order to extract general and specific information, complementing this information with other sources in order to acquire new knowledge with a critical sense.
- 4. To use reading in different media as a source of pleasure and personal enrichment.
- 5. To write simple texts with different purposes on different topics using appropriate resources of cohesion and coherence.
- 6. To correctly use the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language in real communication contexts.
- 8. To develop the ability to work in a team, rejecting discrimination of people based on sex or any other personal or social condition or circumstance,

strengthening social skills and affective abilities necessary to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any kind.

9. To appropriately use learning strategies and all the means at their disposal, including information and communication technologies and audio-visual media, to obtain, select and present information orally and in writing in the foreign language.

10. To value and appreciate the foreign language as a means of communication, cooperation and understanding between people from diverse origins and cultures, fostering solidarity and respecting human rights, within the democratic exercise of citizenship.

12. To show a receptive and confident attitude in the ability to learn and use the foreign language in a creative way, taking initiative and participating with critical point of view in communicative situations of the language itself.

1.5. Contents

According to the Royal Decree 1105_2014, and in order to achieve the above-mentioned objectives, this didactic unit has been designed following some specific contents which has been divided into four different groups: Comprehension and Production strategies, Communicative functions, Syntactic-discursive structures and finally, Sociocultural and Sociolinguistic aspects. Besides, at the same time, Comprehension and Production strategies, Communicative functions need to be distributed in four different blocks:

a. Block 1. Comprehension of oral texts

- Comprehension strategies
 - Understanding and using properly the main provided information of oral texts which will be given from other people and electronic devices.
 - Gathering relevant information of the oral texts in order to check the knowledge about it.
- Communicative functions
 - Making a correct use of the verb tenses and adapting it to the context.

- Formulation of statements of obligation, possibility, advice, prohibition and ability, using modal verbs and 'to be supposed to' structure.
- b. Block 2. Production of oral texts
- Production strategies
 - Planning the information before being used.
 - Expressing own opinions using previous knowledge about the topic.
 - Expressing a clear, well-structured and coherent message.
 - Communicative functions
 - Using language as a tool for communication in real-life situations.
 - Demonstration of proper discourse organization, especially in a formal oral production.
 - Appropriate use of modal verbs and 'to be supposed to' structure.
 - Having conversations about jobs and basic principles with a critical point of view
- c. Block 3. Comprehension of written texts
- Comprehension strategies
 - Understanding and using properly the main provided information of written texts which will be given from online texts or literary books.
 - Gathering general information about a text in order to answers certain questions about the text itself.
 - Communicative functions
 - Making correct use of the verb tenses and adapting them to the context.
 - Formulation of statements of obligation, possibility, advice, prohibition and ability, using modal verbs and 'to be supposed to' structure.
 - Jobs descriptions.
 - Being able to identify, analysing and classifying literary texts according to genre and period.
- d. Block 4. Production of written texts
- Production strategies
 - Planning the information before being used.
 - Expressing own opinions using previous knowledge about the topic.

- Communicative functions
 - Using language as a tool for communication in real-life situations.
 - Demonstration of proper discourse organization, especially in a semi-formal written composition.
 - Reviewing a story using appropriate grammar structures.

Then, regarding the other two groups, it is important to mention the following contents:

- Syntactic-discursive structures
 - Appropriately using modal verbs and 'to be supposed to' structure.
 - Making a correct use of the intonation, sound patterns, rhythms and orthographic rules.
 - Identify, analysing and being able of classifying literary texts according to genre and period.
- Sociocultural and Sociolinguistic aspects
 - Recognising with a respectful attitude different cultures, races and opinions.
 - Social conventions, values, basic principles and beliefs.
 - Differentiating and recognising different women situations depending on the context and period.

1.6. Cross-curricular issues/transversality

Dealing with transversality, the teaching-learning process consists of integrating all knowledge fields or curricular issues which define educational sector. Those connections between different subjects make possible and facilitate the global understanding of everything which is being acquired in the learning process.

The aspects which are reckoned and developed in this didactic unit are:

- i. Coeducation
- ii. Civic and constitutional education
- iii. Effective equality between women and men
- iv. Effective equality among women
- v. Prevention of gender violence

- vi. Different cultural and artistic manifestations

1.7. Interdisciplinary aspects/interdisciplinarity

Interdisciplinarity can be defined as the combination of different aspects or disciplines within the educational system.

In this didactic unit, there are some aspects which are not to be taught in isolation, i.e., only for EFL subject, but they are part of other subjects in this educational stage:

- i. Ethics. The implementation of global issues, essential values and rights.
- ii. Culture. Introducing realities of societies from other part of the world which are tied to their period, ethnology, inheritance, race, among others.
- iii. ICTs. A technological part has been used during this didactic unit as a crucial means of language input and learning.
- iv. Spanish, Language and Literature. Implementing literature in EFL classroom promotes additional knowledge about the English language, Feminist literature and literature in general. Not only will students be working with literary topics itself, but also, they will be able to deal with reading comprehension, text analysis and other skills.

1.8. Methodology

In this part of the didactic proposal, it will be strongly defined the methodological approach which has been carried out in the didact unit. Besides, what has been done with regard to attention to diversity. And finally, all materials and resources needed for the selected methodology and the attention to diversity in the following didactic unit.

1.8.1. Methodological approach

In this didactic unit, it can be said that a communicative approach has been used since language has been considered as a tool of communication. Therefore, not only are students structurally competent, but also, they can develop their communicative competence.

What is more, authentic materials are expected to be used within this communicative approach. And without a shadow of a doubt, using of literature is one of

the best sources of authentic material of a language. Even more, literature has been introduced as part of the contents, making that students could work with natural and real language in situations which can happen in daily-life communication

1.8.2. Attention to diversity

Regarding the attention to diversity, it is important to bear in mind that there are two types of learners: fast-finishers and slow-learners. For both of them, it has been prepared special material with the objective of masterfully fulfil their learning process.

In the case of the slow learner, he or she will be assisted by the teacher when needed and he or she will be offered specific worksheets and extra time in order to facilitate his/her learning process, and also to achieve a clearer and better understanding of the contents of this didactic unit.

In the case of fast-finishers, they will be provided with more worksheets and extra activities¹¹ in order to reinforce completely the contents. It will be also important that the teacher gives to fast-finisher students the role of tutors who can help those students who need it. Using this method, not only has slow-learner been helped, but also those fast-finisher students improve in their language acquisition process. Besides, it cannot be forgotten that it is crucial to avoid students getting side-tracked from the main objectives and contents of this didactic unit.

1.8.3. Materials and resources

One of the main materials of this learning unit will be pieces of literature such as Virginia Woolf's *A Room of One's Own* or *Women Who Made a Difference* written by Jill Alexander as extra reading in order to implement literature reading in the EFL classroom. Besides, there are some elements which are compulsory to develop this didactic unit effectively. Those materials are interactive whiteboard, blackboard, speakers to reproduce videos and audios, internet connection and computers to do some online tasks.

Dealing with resources, students will be asked to work with a long list of online sources which are quite useful for their EFL acquisition process. These resources are

¹¹ Both the slow-learner material and the fast-finisher material are provided on the appendix.

Animaker, Edpuzzle, Educima, YouTube, Kahoot, Canva, Genially, Quizizz, Nearpod, Wooclap, Powtoon, Quizlet, Wheeldecide and Plickers, and the webpages which have been used for diversity activities: Liveworksheets and Test-English.

1.9. Step by step planning: Didactic transposition

1.9.1. Sessions outline

SESSION 1	SESSION 2
Warming-up. Discussing pictures (GW; 15').	Warming-up. Watching a video and classifying according to the types of Modal verbs (IW;10').
Pre-task. Familiarising with vocabulary (PW; 15').	Main task. Reading activity: Would you like to be an astronaut? (IW; 15') and checking students' knowledge with Kahoot (IW; 5').
Main task. Crossword: dealing with vocabulary	Post-task. Guessing jobs (PW; 15').
Post-task. Doing their own crossword (IW; 10').	Post-task. Discussing Virginia Woolf's quotation (GW; 10').
Homework: Modal verbs (flipped classroom).	Explanation of the final project.

Table 1. Outline of sessions 1 and 2

SESSION 3	SESSION 4
Warming-up. Matching cards (PW; 15').	

	Warming-up. Brainstorming: How much do you know about basic principles? (IW; 10').
Pre-task. Discussing an issue (GW; 10').	Pre-task. Watching a video (IW; 5') and working with a study unit in Quizlet (IW; 10').
Main task. Reading activity and checking students' knowledge (IW; 20')	Main task. Listening: knowing about women's opportunities (IW, PW and GW; 30').
Listening task. The woman behind Siri (IW; 15').	

Table 2. Outline of sessions 3 and 4

SESSION 5	SESSION 6
Warming-up. Short conversations (PW; 10').	Warming-up. What do you remember about a review? (GW; 10').
Main task. Reading: An excellent student (GW; 25')	Pre-task. Clarifying previous information (GW; 10') and planning their own book review (IW; 15').
Post-reading task. Wheeldecide to widen students' knowledge and work with the text (IW and GW; 15')	Main task. Writing a review (IW; 20').
Post-reading task. Plickers to check students' knowledge (IW; 5').	

Homework: How to write a review (flipped classroom).

Table 3. Outline of sessions 5 and 6

SESSION 7
Individual oral presentation of the final project and feedback (IW; 55').

Table 4. Outline of session 7

1.9.2. Activities, tasks and projects

SESSION 1		
Activity 1. Warming-up: Students will be provided with some pictures in which they can appreciate different jobs and occupations. They will have some minutes to look at the pictures and then, the whole class will have to discuss the following questions (taking into account those pictures): • Do you recognise any of those professions? • How many women are there in those pictures? What do you think? • In which job do women predominate? Why? • Do you think that this is something from the past or something that is happening nowadays? • Can you find any relation with the title of this unit? After having discussed those questions, they will try to reach a conclusion.		
Objectives: 1 and 6.		Contents: Jobs and occupations.
Timing: 15'	Skills: Speaking and listening.	Materials: Pictures of jobs (appendix).
Interaction pattern: Group work.		

Activity 2. This is a pre-task activity, so the vocabulary list will be presented in order to get the students familiarise and ready to fulfil the main task of this session. This will be the vocabulary list:

Lawyer Dentist Firefighter Actor/Actress Receptionist Butcher Police officer
Politician Football player Musician Nurse Soldier Astronaut Doctor Teacher
Journalist Coach Waiter Mechanic Writer

Figure 1. Jobs' vocabulary list. Source: my own elaboration

Then, in pair, students need to answer the following questions:

- Regarding each word of the list, what is the first thing that comes to your mind: a man or a woman?
- From fireman to firefighter. Why has it changed?
- From policeman to police officer. Why has it changed?
- In politics, could you tell at least three men who are president? And three women?

Finally, the teacher will ask the students to comment their answers with the rest of the class.

Objectives: 1, 6 and 8.		Contents: Jobs and occupations.	
Timing: 15'	Skills: Writing, interaction and speaking.		Materials: Vocabulary list.
Interaction pattern: Pair work.			
Activity 3. Crossword: In this activity, not only will students have to deal with the vocabulary words, but also with their definitions. Students will have to complete the crossword, reading and understanding each definition. Then, the whole class will check this activity.			
Objectives: 1 and 6.		Contents: Jobs and occupations.	
Timing: 15'	Skills: Reading and writing.		Materials: Crossword (<i>appendix</i>).
Interaction pattern: Individual work.			

Activity 4. Now, it is time to work on their own! In the third activity of this session, it has been only used ten words of the vocabulary list. Therefore, students have to do their own crossword with the rest 10 words, thinking on a proper definition to each word. If they do not have enough time, this activity will be finished at home. In the following session, the teacher will make photocopies of each student's crossword, and he/she will distribute them randomly to the students with the aim of having them practice with other definitions.		
Objectives: 1.		Contents: Jobs and occupations.
Timing: 10'	Skills: Writing.	Materials: Any material that each student considers necessary.
Interaction pattern: Individual work.		
Homework (Flipped classroom): Students have to watch this edpuzzle's video (https://edpuzzle.com/assignments/611e7c54704394413e5996d9/watch) at home paying attention to the explanations and answering the questions which are going to appear.		
Objectives: 4 and 6.		Contents: Grammar: modal verbs.
Timing: The time they need.	Skills: Listening and writing.	Materials: Computer or mobile phone, internet connection and speakers.
Interaction pattern: Individual work.		

Table 5. Step-by-step plan of the session 1

SESSION 2
Activity 1. Warming-up: In this first activity, students will continue learning more about modal verbs. For it, they will watch the following video (https://app.animaker.com/video/X5TX8YNCXD055K0L) with different situations in which modal verbs are used. At the same time, they are watching the video, students

need to complete a table according to the type of modal verb that they are reading and listening. The video will be played twice and after that, the teacher will ask for a volunteer in order to draw and write the table in the black board. In that way, all students can check their answers.

Objectives: 4, 5 and 6.

Contents: Modal verbs.

Timing: 10'

Skills: Listening, reading and writing.

Materials: Digital board, internet connection, speakers, table sheet (appendix), pencils and black board

Interaction pattern: Individual work.

Activity 2. This activity will have two different parts:

In the first part, students have to read a text which is about both modal verbs and a specific job (main vocabulary of this unit).

In the second part of the activity, and after having understood the text, students will click on the following link (<https://create.kahoot.it/share/would-you-like-to-be-an-astronaut/1089172e-45eb-4438-9754-c2b1ca1cbab8>), and answer some questions related to the text. Simultaneously, students' answers will be commented by the whole class, clarifying the information.

Objectives: 4 and 6.

Contents: Modal verbs.

Timing: 20'

Skills: Reading and speaking.

Materials: Reading sheet (appendix), digital board, computers and internet connection.

Interaction pattern: Individual and group work.

Activity 3. Now, it is time to play a game! In this activity, students have to guess jobs from clues which contain expressions of obligation, prohibition, ability, suggestion and possibility (using modal verbs). Some cards

(https://www.canva.com/design/DAEnvis9soo/-NXLL2yaIEqdFYn5pGZrgA/view?utm_content=DAEnvis9soo&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) will be given to one member of the pair, and this person will start telling clues to his/her classmate (from the most difficult one to the easiest one), and the sooner he/she guesses the job, the more points he/she will get. Then, the two students swap roles. Finally, the students with most points at the end of the game wins.

Objectives: 1, 4, 5, 6 and 8.

Contents: Modal verbs and Jobs.

Timing: 15'

Skills: Reading, listening and speaking.

Materials: Clues' cards (online and *appendix*).

Interaction pattern: Pair work.

Activity 4. In this last activity, students will use their critical thinking. For it, the following quotation written by Virginia Woolf in 1929 will be shown in the digital board, and they have to debate the questions below:

Cats do not go to heaven. Women cannot write the plays of Shakespeare.

Figure 2. Virginia Woolf 's quotation. Retrieved from: Woolf, V. (1929). *A Room of One's Own and Three Guineas*. Oxford, United Kingdom: Orford University Press. pp. 35

- What would be the real meaning of this quotation?
- Would you be able of giving reasons why women are compared to cats?
- Do you think that the modal verb 'can' actually refers to an ability or to a possibility? Why?
- Do you think that women wouldn't be able to write the plays of Shakespeare?
- What do you thing about the unit's title?

This activity will make students start thinking about women situation from 18th century to 19th century, which will be worked in the following session.

Objectives: 1, 4, 6, 7 and 8.

Contents: Modal verbs and Jobs.

Timing: 10'

Materials: Digital board.

	Skills: Reading and speaking.	
Interaction pattern: Group work.		
Final project. At the end of this session, the teacher will inform the students about the project they have to do in this unit. They will make a family tree and include the profession that their relatives have, or had. Also, they have to give reasons, i.e., if their relatives have/had a job, they will tell which one, but if they don't/didn't have a job, they should give the reasons why (always using the vocabulary and grammar of the unit). They must include: • Photos • Names • Jobs • Reasons/relevant information. They will be also informed that this project will be presented in the last session of this unit (session 7). All this information and a model of the project (https://view.genial.ly/6128bfab9c7a290dc094e6b1/guide-family-tree) will be provided to the students in order to make their work easier (<i>appendix</i>).		
Objectives: 1, 2, 3, 4, 5, 6 and 8.		Contents: Jobs and basic principles vocabulary, and Modal verbs and 'To be supposed to' grammar.
Timing: The time they need.	Skills: Writing.	Materials: Everything they need to complete the task.
Interaction pattern: Individual work.		

Table 6. Step-by-step plan of the session 2

SESSION 3

Activity 1. Warming-up: This activity has two different parts. In the first part of the activity, students will be shown the following computer graphic (<https://view.genial.ly/6121371570ad990dbae8fed5/interactive-content-to-be-supposed-to>). They have to pay attention to the explanations and ask any question they may have.

In the second part of the activity, after having clarified those previous contents, students will play a game. Some cards will be distributed among them. There will be two types of cards: half of the class will be given cards in which a job is written and the other half of the class will obtain cards in which it will be written the things that one job is supposed to do. Once the cards have been distributed, each student need to find the other card which correspond to his/her own card. After having matched up all cards, each pair will go to the front of the class and they have to read the cards aloud, with the aim of checking they were right.

Objectives: 1, 3, 6 and 8.		Contents: Jobs and ' <i>To be supposed to</i> ' grammar.
Timing: 15'	Skills: Reading, speaking and interaction.	Materials: Computer graphic, digital board and cards (<i>appendix</i>).

Interaction pattern: Individual and pair work.

Activity 2. Pre-task activity. This activity will make students get familiar with the contents which will be commented on the next activity (reading).

The following image will be presented on the digital board (https://www.canva.com/design/DAEn6bdHxBo/GCSBeW2vpYg7x8tNH5pMUw/vi ew?utm_content=DAEn6bdHxBo&utm_campaign=designshare&utm_medium=link &utm_source=sharebutton), and students will discuss about the fact that most voice assistants are women (women being at the service of other people and doing what they are asked), using '*to be supposed to*' grammar. For it, they can follow the questions below:

- Why are women those voice assistants who are supposed to be at the service of others?
- Why do you think women have been chosen to be voice assistants?
- Do you know any voice assistants?
- For centuries, women were the protected sex, i.e., they were not supposed to study or have specific jobs. To the contrary, they were supposed to take care of their brothers and do housework. Do you think women are supposed to do that nowadays?

Objectives: 1, 2, 3, 6 and 8.	Contents: Jobs, <i>'to be supposed to'</i> grammar and basic principles.	
Timing: 10'	Skills: Speaking and listening.	Materials: Image (link and <i>appendix</i>) and digital board and internet connection.
Interaction pattern: Group work.		
Activity 3. This activity will be divided into two different parts: First, students have to read a text written by Virginia Woolf in 1929, which is about the fact that women were not supposed to have some jobs. Some words which may be more difficult to the students are clarified in the text itself. Then, after having read the text, each student will click on the following link (https://quizizz.com/admin/quiz/6123b0af42e9d8001d2a5b35) and complete the quiz in order to check his/her knowledge.		
Objectives: 1, 2, 3, 4, 6 and 7	Contents: <i>'To be supposed to'</i> grammar.	
Timing: 20'	Skills: Reading and writing.	Materials: Reading text (<i>appendix</i>), digital board, computers and internet connection.
Interaction pattern: Individual work.		
Activity 4. Now, it's time to listen Susan Bennett's story, the woman behind Siri (https://test-english.com/listening/b1/the-woman-behind-the-voice-of-siri-listening-test/). Students will hear the audio twice and they have to answer the questions. Although the questions can be found in the webpage itself, the teacher will provide the students with the questions' sheet. After having answered those questions, they will listen and watch the video in order to check their answers. Then, the whole class will comment the video.		

Objectives: 3 and 6.		Contents: 'To be supposed to' grammar.
Timing: 15'	Skills: Listening and speaking.	Materials: digital board, speakers, internet connection, questions' sheet and pencils.
Interaction pattern: Individual and group work.		

Table 7. Step-by-step plan of the session 3

SESSION 4		
Students will follow this session by getting into the Nearpod webpage and introducing the following code: Q9J32. There, students will have all the activities and materials of this session. This session will be mostly focused on listening practice. Display link: https://share.nearpod.com/vdsbTxImZib		
Activity 1. Warming-up: in this activity, students will brainstorm and answer some open questions, according to their previous knowledge about basic principles. It corresponds to 1-6 slides on Nearpod. Simultaneously, the teacher will ask them to comment their answers.		
Objectives: 2, 6 and 8.		Contents: Vocabulary of basic principles.
Timing: 10'	Skills: Writing and speaking.	Materials: Digital board, speakers, computers and internet connection.
Interaction pattern: Individual and group work.		
Activity 2. 7-8 slides on Nearpod. In this activity, students will watch a video in which basic principles are included. After that, they will get into quizlet webpage (https://quizlet.com/_a37zwr?x=1jqt&i=3gjsoy) where they can find a study unit, about the second vocabulary of this unit (basic principles), where they can both learn and play.		

Objectives: 2 and 6.		Contents: Vocabulary of basic principles, modal verbs and jobs.
Timing: 15'	Skills:	Materials: Digital board, speakers, computers and internet connection.
Interaction pattern: Individual work.		
Activity 3. This activity will be also followed by the Nearpod website and it corresponds to 9–13 slides. This is a listening activity which will be divided into three different parts: pre-listening, while-listening and post-listening. This (https://www.youtube.com/watch?v=tr2QUqZMW8A) is the link of the listening. Pre-listening part: at this point, students are conscious about women struggles to have equal opportunities. Then, in this part, students will discuss some questions in order to be prepared for the listening part: ● Do you think that there is any type of inequality or injustice for women in labour terms? ● Are women struggling more than men? ● Is it difficult for women to find a job? ● Do you think that this lack of opportunities is connected to COVID-19 situation? While listening part: the second part of this activity will be focused on listening and watching the video. First, they will listen once and comment what they have understood. After that, they can listen it twice and answer the questions. For it, the teacher should provide the students with the questions sheet. In order to check the answer, the teacher will play the parts of the video needed. Post-listening part: after having received a great amount of input, students need to work with that given information. For it, the teacher will ask them to write a list of the points that most caught their attention. Then, they will be commented in pairs, and the teacher will go around in order to check their knowledge.		
Objectives: 1, 2, 4, 6 and 8.		Contents: Basic principles, modal verbs and jobs.
Timing: 30'	Skills: Listening, speaking and writing.	Materials: Digital board, speakers, computers, internet

		connection and questions sheet (<i>appendix</i>).
Interaction pattern: individual, pair and group work.		

Table 8. Step-by-step plan of the session 4

SESSION 5 In order to implement the use of literature in class as a means of EFL learning, this session will be a reading session. The chosen book is called 'Women Who Made a Difference' written by Jill Alexander and which corresponds to B1 level (a graded reader). Besides, in some occasions, using language structures with a higher level than that of the students makes them better in their learning process. That is known as Krashen's i+1 input hypothesis.		
Activity 1. Warming-up: Pre-reading work. This first activity is about short conversations. Students will be given sentences (related to the topic of the reading) from the book. Then, each student will comment on that sentence with a partner. Also, they will be informed that each turn talking cannot be more than 20 seconds. During this activity, the teacher will go around the class listening to their conversations.		
Objectives: 2, 3, 6, and 8.		Contents: <i>Women who made a difference.</i>
Timing: 10'	Skills: Speaking, listening and interaction.	Materials: Sentences cards (<i>appendix</i>).
Interaction pattern: Pair work.		
Activity 2. This would be the reading part. <i>Women who made a difference</i> is a book in which you can find the story of three women. In this session, students will read chapter one of the first story, and it will be read aloud by the whole class in order to keep up and follow the reading. After having read the chapter, the teacher will ask for any doubt the students have and they will be discussed in class.		

Objectives: 1, 2, 3, 4, 6, 7, and 8.		Contents: <i>Women who made a difference.</i>	
Timing: 25'	Skills: Reading, listening and speaking.	Materials: Photocopies of chapter one (appendix).	
Interaction pattern: Group work.			
Activity 3. Post-reading work. Now, the wheel will decide. In this activity, each students have to go to the front of the class and play the wheel (https://wheeldecide.com/index.php?c1=Write+a+summary+of+the+story&c2=If+you+could+change+the+title+of+this+chapter%2C+what+would+you+call+it%3F+Why%3F&c3=What+was+the+most+interesting+thing+you+learned+from+the+story%3F&c4=Make+a+list+with+the+words+that+you+didn%2B4t+understand+and+us+e+an+online+dictionary+to+look+for+its+meaning.&c5=Is+there+anything+else+tha+you+want+to+know+about+this+topic%3F+What%3F+Why%3F&c6=Why+do+y+ou+think+that+the+author+write+this+story%3F&t=Post+Reading+activity&time=5) which will be presented on the digital board. Then, students must do what the wheel says.			
Objectives: 1, 2, 3, 4, 6, and 8.		Contents: <i>Women who made a difference.</i>	
Timing: 15'	Skills: Reading and writing.	Materials: Digital board, speakers, internet connection, sheets and pencils.	
Interaction pattern: Individual work.			
Activity 4. This last activity will be focused on checking their knowledge on what they have read and discussed. For it, plickers resource will be used. This resource allows each student to have his/her own plickers' card, so the teacher will distribute the cards to the students. One rule should be reminded: it is not allowed to talk to their classmates or look at their cards. Display link: www.plickers.com/ccl27/Women-Who-Made-a-Difference-9964			

Objectives: 1, 2, 3, 4 and 6.		Contents: <i>Women who made a difference.</i>
Timing: 5'	Skills: Reading.	Materials: Plickers' cards (<i>an example will be provided in the appendix</i>), plickers' link, digital board and internet connection.
Interaction pattern: Individual work.		
Homework (Flipped classroom): Students have to watch this edpuzzle's video (https://edpuzzle.com/media/6127cdadfaac6d41616ec4e9) at home paying attention to the explanations and answering the questions which are going to appear, with the objective of being prepared for the following session.		
Objectives: 6 and 7.		Contents: Writing a review.
Timing: The time they need.	Skills: Reading and writing.	Materials: Computer or mobile phone, the link, internet connection and speakers.
Interaction pattern: Individual work.		

Table 9. Step-by-step plan of the session 5

SESSION 6	
Activity 1. Warming-up: the first activity would be a short warming-up in which students have to remember the information they have previously learned in the flipped	

classroom homework. For it, the teacher and students will be discussing the following questions:

- Can anybody tell what a review is?
- What can we review?
- Do you remember the structure of a review?
- Is it formal or informal?

Objectives: 6 and 8.		Contents: Writing a review.
Timing: 10'	Skills: Speaking, listening and interaction.	Materials: Any material is needed.
Interaction pattern: Group work.		
Activity 2. This activity will be divided into two parts. This link (https://view.genial.ly/61260c86e8f4e70db86ab37d/social-vertical-post-how-to-write-a-review) will be needed for both parts. In the first part of the activity, pages 1,2 and 3 of the link will be presented in the digital board. The teacher will tell them that what they are going to review will be a book, and more specific the first chapter of <i>Women Who Made a Difference</i>, the book of the reading session. Then, students will see a clearer structure of the composition that they have to follow. Finally, the teacher will show example of a book review which would be the model that they can follow. In the second part of this activity, they are ready to write their own book review!!! But first... let's plan it! Here, the last poster of the link will be presented in the digital board. Even though, students will be provided with a planning sheet in which they can write their own ideas. Students have to make an outline or sketch with the ideas that they are going to include in the review. The complete review needs to include between 120-150 words and they are expected to use everything learnt in the unit.		
Objectives: 1, 2, 3, 4, 7, 8 and 9.		Contents: Writing a review.
Timing: 25'	Skills: Listening and writing.	Materials: Digital board, internet connection, planning sheet (<i>appendix</i>) and pencils.

Interaction pattern: Group and individual work.		
Activity 3. Now it is time to write! Students have to write a review of the first chapter of the book <i>Women Who Made a Difference</i>. If they have not enough time to finish it in class, they can do it at home and give it to the teacher in the following session.		
Objectives: 1, 2, 3, 4, 7, 8 and 9.		Contents: Writing a review.
Timing: 20'	Skills: Writing.	Materials: Sheet, pencils and their own planning sheet with their ideas.
Interaction pattern: Individual work.		
At the end of this session, the teacher will remind the students that, in the following session, they have to bring their writings (if they didn't have enough time to give it to the teacher in this session). Besides, they need to know that the project of this unit will be presented in the following session (session 7) as they were told in session 2.		

Table 10. Step-by-step plan of the session 6

SESSION 7		
Student's Oral presentations. Students will have to present their family tree in front of the class. They will have 5 minutes approximately. As they already know, they should include everything studied during this unit.		
Objectives: 1, 2, 3, 4, 6, 7, 8 and 9.		Contents: Jobs and basic principles vocabulary, and Modal verbs and 'To be supposed to' grammar.
Timing: 55'	Skills: Speaking.	

		Materials: Everything they need to complete the task.
Interaction pattern: Individual work.		

Table 11. Step-by-step plan of the session 7

1.10. Assessment

1.10.1. Assessment criteria and Learning standards

As far as assessable criteria and learning standards are concerned, and according to RD 1105/2014, a formative and continuous evaluation must be used in order to ensure a positive foreign language teaching. The criteria and indicators used for the learning assessment will be divided into 4 different blocks:

Block 1: Comprehension of oral texts

Assessment criteria	Learning standards.
To identify the general meaning, specific information, main aspects and the most relevant details in oral texts that are related to jobs and basic principles and which use 'to be supposed to' structure and modal verbs grammar.	The student is able to understand, comment, follow instructions and assimilate the main aspects of recorded messages or even made by other people.
To know and know how to apply appropriate strategies in order to have a general sense, specific information and relevant ideas from oral texts with an acceptable level of comprehension.	The student knows how to catch the general meaning, specific information or the relevant ideas from an oral text and works with the reached information.
To distinguish the lexicon which is related to social interaction and daily life communication, together with the use of modal verbs and other structures and	The student is able to understand if a speaker is using modal verbs, to be supposed to' structure or talking about jobs and basic principles.

vocabulary of this unit in oral conversations	
To identify daily life expressions which are normally used in real-life situations withing a context related to jobs and basic principles vocabulary in oral texts.	The student understands and identifies when a speaker is using specific daily life expressions in some specific contexts.

Table 12. Assessment criteria and Learning standards of comprehension of oral texts

Block 2: Production of oral texts: Expression and interaction

Assessment criteria	Learning standards.
To know how to have and maintain face-to-face conversations, both in a formal and informal register and to exchange information on matters which are related to the vocabulary of this unit and in daily life conversation.	The student performs in a daily life conversation about jobs and basic principles in a correct way, respecting turn taking and other conversation rules.
To know how to make a proper use of modal verbs grammar and 'to be supposed to' structure, as well as, with an appropriate fluency, pronunciation and intonation.	The student is able to have a correct use of grammar of this unit, and have a proper fluency, intonation and pronunciation.
To use daily life expressions which are normally used in real-life situations withing a context related to jobs and basic principles vocabulary.	The student uses specific daily life expressions in some specific contexts related to jobs and basic principles vocabulary.
To be able to produce a monologue clearly, dealing with the grammar and vocabulary of this unit.	The student manages a situation in which he/she makes a monologue in which topics related to jobs and basic principles are discussed.

Table 13. Assessment criteria and Learning standards of production of oral texts

Block 3: Comprehension of written texts

Assessment criteria	Learning standards.
To identify the general meaning, specific information, main aspects and the most relevant details in written texts (both in digital and paper format) that are related to jobs and basic principles and which use 'to be supposed to' structure and modal verbs grammar.	The student is able to understand, comment, follow instructions and assimilate the main aspects of a written texts or short sentences, both in digital and paper format.
To identify abbreviations, punctuation and the main spelling rules, both in digital and paper format.	The student understands the meaning of abbreviations when reading a book review, both formal and informal texts and some infographics, both in digital and paper format.
To comprehend written descriptions about jobs in which modal verbs grammar and 'to be supposed to' structure are used.	The student guesses jobs by reading descriptions in which modal verbs grammar and 'to be supposed to' structure are used.
To identify and know how to analyse, interpret and work with a literary text, together with the use of the vocabulary and grammar of this unit.	The student knows how to analyse, interpret and work with a literary text, as well as he/she is able to identify its genre and author and period, and at the same time, related it to the contents of this unit.

Table 14. Assessment criteria and Learning standards of comprehension of written texts

Block 4: Production of written texts: Expression and interaction

Assessment criteria	Learning standards.
To know how to select the main ideas and the relevant information, with the correct grammar and vocabulary, such as modal	The student plans the main ideas, relevant information, needed grammar and appropriate vocabulary before writing.

verbs, 'to be supposed to', jobs and basic principles.	
To write in a clear, well-structured and coherent way, without having spelling and punctuation problems, without going over the established number of words, and using the grammar structures and vocabulary of this unit.	The student is able to write a book review expressing his/her opinions with a critical point of view and in a clear, well-structured and coherent way, without having spelling and punctuation problems, without going over the established number of words, and using the grammar structures and vocabulary of this unit.
To write meaningful and well-structured short sentences, and with an appropriate level of difficulty, and make a correct use of the grammar and vocabulary of this unit.	The student manages to write meaningful and well-structured short sentences, and with the appropriate level of difficulty, and knows how to make a correct use of the grammar and vocabulary of this unit.

Table 15. Assessment criteria and Learning standards of production of oral texts

1.10.2. Grading criteria

35%	Final project	15%	Mural, video, presentation or any other material prepared and used by the students.
		20%	Oral presentation. Some of the aspects which will be assessed are: fluency, intonation, pronunciation, among others. They will be evaluated by a rubric (<i>appendix</i>).
20%	Reading session. Students will be assessed according to their active participation in this session, as well as, their results on plickers.		
20%	Writing task. It will be evaluated by a rubric (<i>appendix</i>).		
15%	Active participation in the activities proposed in class: debates, giving their opinions, among others.		
10%	Other activities, such as crossword, listening task, results on Edpuzzle and Nearpod, among others.		

Table 16. Grading criteria

1.10.3. Instrument of evaluation

Dealing with the instruments of evaluation, for this didactic unit the teacher will use an observation scale, so in that way, she/he can mark whether students do participate or not during the class in the activities proposed. Furthermore, and as it has been mentioned, two rubrics¹² will be used: one for the writing task and one for the oral presentation of the final project of this didactic unit.

¹² Both rubrics are provided in the appendix.

1.11. Bibliography

Alexander, J. (2017). *Women Who Made a Difference*. Cyprus: Burlington Books

Organic Law on Education (LOE 2/2016 of May, 3rd).

Order ECD/65/2015, of January 21st.

Order of July 14th, 2016 which develops the curriculum in Andalucía and regulates attention to diversity and the evaluation process.

Order of January 15th, 2021

Royal Decree 1105/2014, of December 26th which establishes the basic curriculum for Compulsory Secondary Education and Baccalaureate.

Woolf, V. (1929). *A Room of One's Own and Three Guineas*. Oxford, United Kingdom: Orford University Press.

1.12. Appendix

1. Sessions

1.1. Session 1

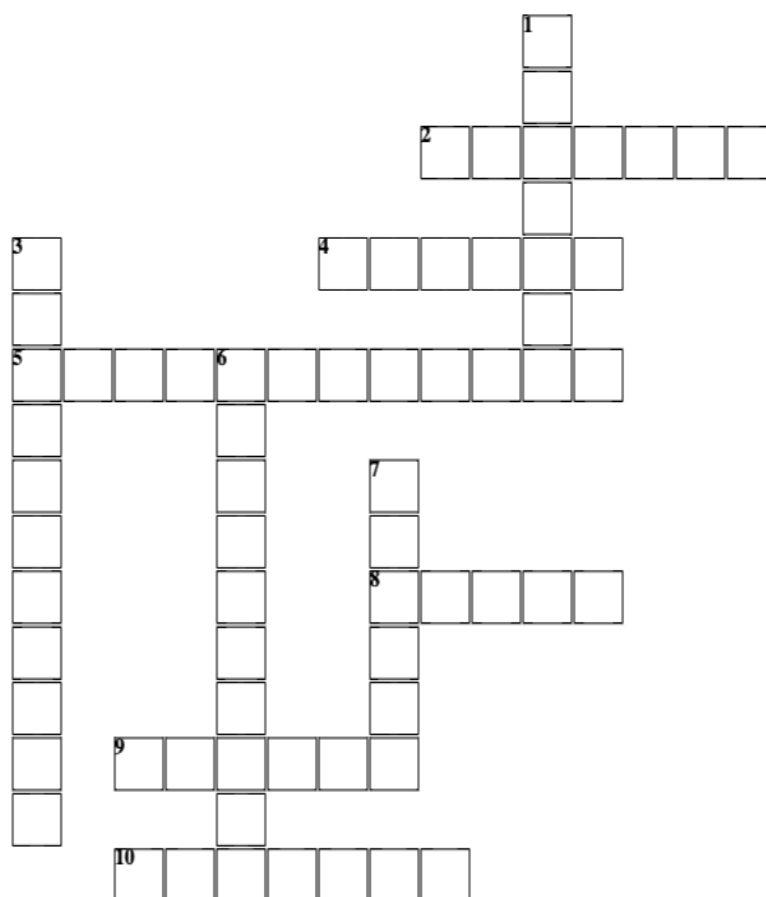
1.1.1. Activity 1: Pictures of jobs



Figure 3. Pictures of jobs. All of them have been retrieved from Google Images

1.1.2. Activity 3: Crossword

Crossword: Jobs & professions



Horizontales

- 2 someone who owns a shop that sells meat
- 4 someone whose job it is to advise people about laws or represent people in court
- 5 someone whose job it is to welcome people when they arrive at a hotel or office
- 8 person who trains an athlete or team
- 9 a person who serves at table, as in a restaurant
- 10 someone whose job it is to treat people's teeth

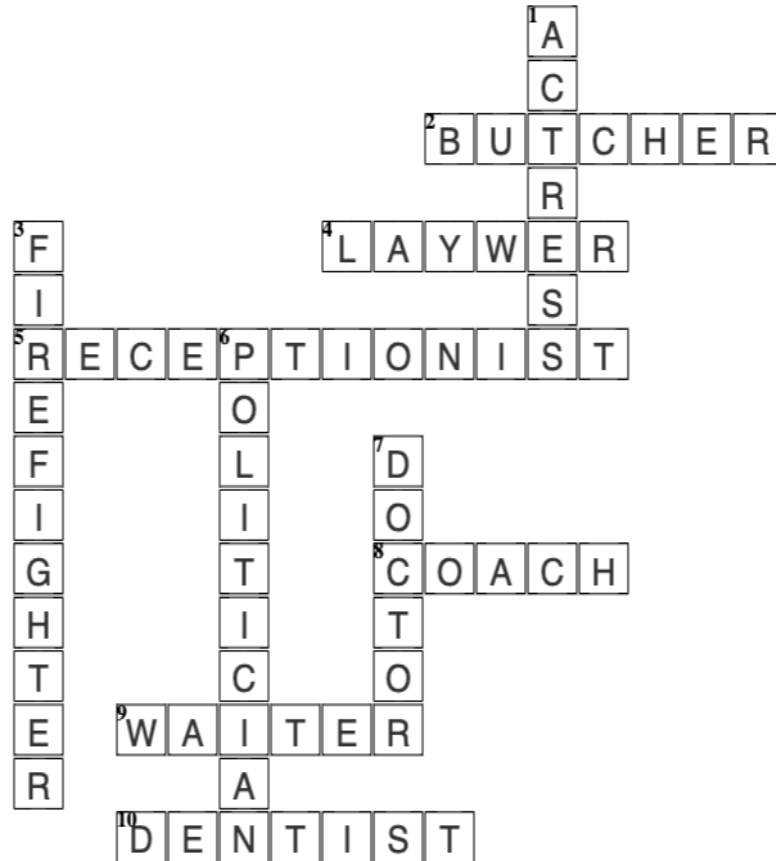
Verticales

- 1 woman who performs in a play or a film
- 3 person, whose job it is to stop fires
- 6 Governmentone who is active in politics
- 7 a person licensed to practice medicine.

www.educima.com

Figure 4. Crossword. Source: my own elaboration in the following webpage:
<https://www.educima.com/crosswordgenerator.php>

Crossword: Jobs & professions



Horizontales

- 2 someone who owns a shop that sells meat
- 4 someone whose job it is to advise people about laws or represent people in court
- 5 someone whose job it is to welcome people when they arrive at a hotel or office
- 8 person who trains an athlete or team
- 9 a person who serves at table, as in a restaurant
- 10 someone whose job it is to treat people's teeth

Verticales

- 1 woman who performs in a play or a film
- 3 person, whose job it is to stop fires
- 6 Governmentone who is active in politics
- 7 a person licensed to practice medicine.

www.educima.com

Figure 5. Crossword: solutions. Source: my own elaboration in the following webpage:
<https://www.educima.com/crosswordgenerator.php>

1.2. Session 2

1.2.1. Activity 1: Modal verbs table sheet

<i>MODAL VERBS</i>	
<i>ABILITY/ PERMISSION</i>	
<i>OBLIGATION</i>	
<i>CERTAINTY</i>	
<i>ADVICE</i>	
<i>POSSIBILITY</i>	

Figure 6. Modal verbs' table sheet. Source: my own elaboration

1.2.2. Activity 2: Reading

WOULD YOU LIKE TO BE AN ASTRONAUT?

You don't have to be Superman to fly in space. Many men and women from many different countries have done it. For example, the European Space Agency (ESA) now has 14 astronauts from 8 different countries.

The first thing is this - you need to be sure it's the job that you really want to do. It requires a lot of hard work and several years of study at university before astronaut training even begins. Most people start training between 27 and 37 years of age. Many astronauts also train to become pilots first.

Astronauts come from all over Europe and the world and it's important that they can speak the same languages. They have to speak English, and they are given Russian lessons. Some also learn another language, for example Japanese, as a number of astronauts are Japanese speakers.

If you are still at school and you'd like to be an astronaut when you're older, it's not too early to start developing the skills you will need. Playing video games is a great thing to do, as it helps you to think quickly and clearly. This is what you will need to do when you travel in space.

Another good thing to do is sports, especially team sports. They make you fit, of course, but more importantly, they help you learn how to do things together with your colleagues. So maybe planning a game of football for next weekend isn't a bad idea?



Figure 7. Reading text: *Would you like to be an astronaut?* Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Jobs_and_occupations/Being_an_Astronaut_KET_Multiple_Choice_Reader_od1659106h](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Being_an_Astronaut_KET_Multiple_Choice_Reader_od1659106h)

1.2.3. Activity 3: 6 Clues' cards

CLUES: - You have to work outside (5 pts) - You have to be fit. (4 pts) - You mustn't drink alcohol (3 pts) - You need to know how to play with other people (2 pts) - You must be good playing ball (1 pts) Solution: FOOTBALL PLAYER	CLUES: - You need to work inside (5 pts) - You must be careful (4 pts) - You have to wear white coat (3 pts) - You must have a steady hand (2 pts) - You need to tell people that they should clean their teeth (1 pts) Solution: DENTIST
CLUES: - You have to speak to many people. (5 pts) - You may live in other countries (4 pts) - You need to have a good memory (3 pts) - You can speak many languages (2 pts) - You need to be good translating texts (1 pts) Solution: TRANSLATOR	CLUES: - You can appear on television (5 pts) - You must have a good memory (4 pts) - You shouldn't be shy (3 pts) - You can be many people (2 pts) - You need to be a good performer (1 pts) Solution: ACTOR/ACTRESS
CLUES: - You mustn't be late for work. (5 pts) - You have to speak to many people (4 pts) - You need to express yourself clearly (3 pts) - You must be knowledgeable (2 pts) - You have to work in a classroom (1 pts) Solution: TEACHER	CLUES: - You should be constant (5 pts) - You shouldn't imitate (4 pts) - You don't have to work in an office (3 pts) - You need to have imagination (2 pts) - You must create stories which captivate people (1 pts) Solution: WRITER

Figure 8. Guessing jobs. Source: my own elaboration

1.3. Session 3

1.3.1. Activity 1: Cards



Figure 9. Matching cards. Source: my own elaboration

1.3.2. Activity 2: Voice assistants



Figure 10. Voice assistants. Source: my own elaboration. Images have been retrieved from Google Images

1.3.3. Activity 3: Reading text

To heave coal



**To die off
=
Disappear gradually**



Nursemaid

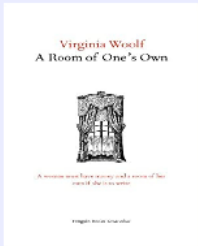


Sailors

Dock labourers



Even if one could state the value of any one gift at the moment, those values will change; in a century's time very possibly they will have changed completely. Moreover, in a hundred years, I thought, women will have ceased to be the protected sex. Logically, they will take part in all the activities and exertions that were once denied them. The nursemaid will heave coal. The shopwoman will drive an engine. All assumptions founded on the facts observed when women were the protected sex will have disappeared—as for example, that women and clergymen and gardeners live longer than other people. Remove that protection, expose them to the same exertions and activities, make them soldiers and sailors and engine-drivers and dock labourers, and will not women die off so much younger, so much quicker, than men that one will say, I saw a woman today, as one used to say, I saw an aeroplane? Anything may happen when womanhood has ceased to be a protected occupation. (Woolf, 1929: 31)





Virginia Woolf

Figure 11. Virginia Woolf's reading text. Source: my own elaboration. Images have been taken from Google Images. Text has been retrieved from: Woolf, V. (1929). *A Room of One's Own and Three Guineas*. Oxford, United Kingdom: Orford University Press. pp.

1.3.4. Activity 4: Questions' sheet

Listen and watch a video about Susan Bennett, the woman behind Siri, and for questions 1 to 7, choose the correct answer.

1. Susan got her first job as a voice actress...
 - a. Through a friend.
 - b. After an audition.
 - c. By accident.
2. After that first job as a voice actress...
 - a. She has perfected her accent.
 - b. She has always worked as a voice actress.
 - c. She has worked as a voice coach.
3. Tillie the All-Time Teller was...
 - a. A character in a cartoon...
 - b. The voice that Susan recorded for a bank.
 - c. A popular children's song...
4. Susan found out that she was Siri...
 - a. When a friend called her.
 - b. Through a colleague.
 - c. Through a friend's iPhone.
5. How did Susan feel when she learned that she was Siri?
 - a. She has some doubts.
 - b. She was incredibly excited.
 - c. She was angry.
6. For Susan, ...
 - a. It is cool to be on people's phones.
 - b. Being Siri has damaged her professional career.
 - c. It wasn't easy to accept that she was Siri.
7. Susan says that...
 - a. Siri has been more negative than positive.
 - b. Her role as Siri has made her lose many jobs.
 - c. She gets a lot of work thanks to Siri.



Figure 12. Questions' sheet of the listening task. Source: my own elaboration. Questions have been retrieved from: <https://test-english.com/listening/bl/the-woman-behind-the-voice-of-siri-listening-test/>

1.4. Session 4

1.4.1. Activity 3: Questions sheet

Listen and watch a video about Why women have fewer opportunities than men, and for questions 1 to 9, choose the correct answer.

1. Nowadays, women have to struggle in order to achieve economic equality, equal political freedom as men
☐ True
☐ False
☐ Not mentioned
2. Coronavirus pandemic,
☐ Has undone the female empowerment process.
☐ As women as men are afraid of working because of the situation.
☐ Has increased the job possibilities both for women and men.
3. The Gender Gap describes
☐ the female empowerment.
☐ the difference between women and men only professionally speaking.
☐ the inequalities that women faced in their daily lives.
4. Iceland, Norway and Finland have more work to do to achieve gender parity.
☐ True
☐ False
☐ Not mentioned
5. Which sector has been hardest hit by the pandemic?
☐ Construction and manufacturing.
☐ Hospitality and retail.
☐ Male-dominated industries.
6. As children were unable to go to school as a result of stay-at-home orders, ...
☐ Women have to take childcare responsibilities and continue with their professional lives.
☐ Most men need to work remotely with kids at home.
7. Without action, the COVID-19 induced a gender gap could shave off a billion dollars from global growth in 2030
☐ True
☐ False
☐ Not mentioned
8. The benefits of narrowing gender gap...
☐ Is positive just for women
☐ May not affect men
☐ Reach everybody, not just women
9. _____ gain from higher economy and social development.
☐ Gender diverse companies
☐ Equal societies.

Figure 13. Questions sheet of the listening task. Source: my own elaboration. Information have been retrieved from: <https://www.youtube.com/watch?v=tr2QUqZMW8A&t=1s>

1.5. Session 5

1.5.1. Activity 1: Conversations' cards



Figure 14. Conversation cards. Source: my own elaboration. Information has been retrieved from: Alexander, J. (2017). Women Who Made a Difference. Cyprus: Burlington Books. pp. 8-11

1.5.2. Activity 2: Photocopies of chapter 1

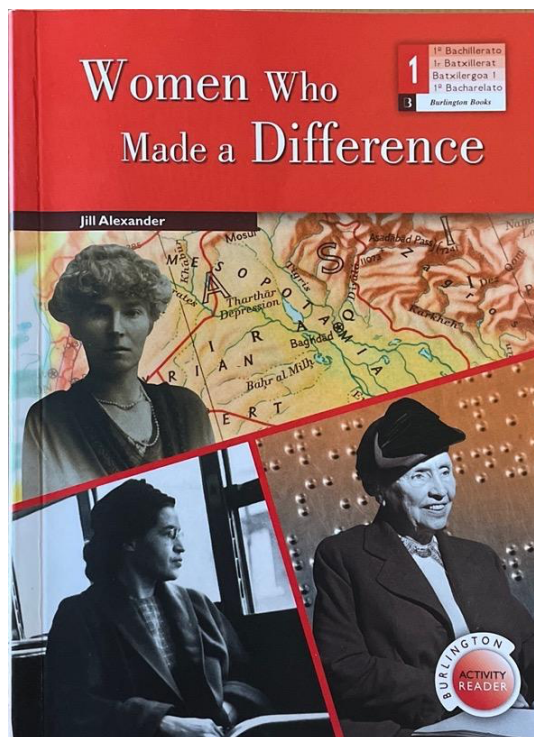


Figure 15. Book's cover. Source: Alexander, J. (2017). *Women Who Made a Difference*. Cyprus: Burlington Books

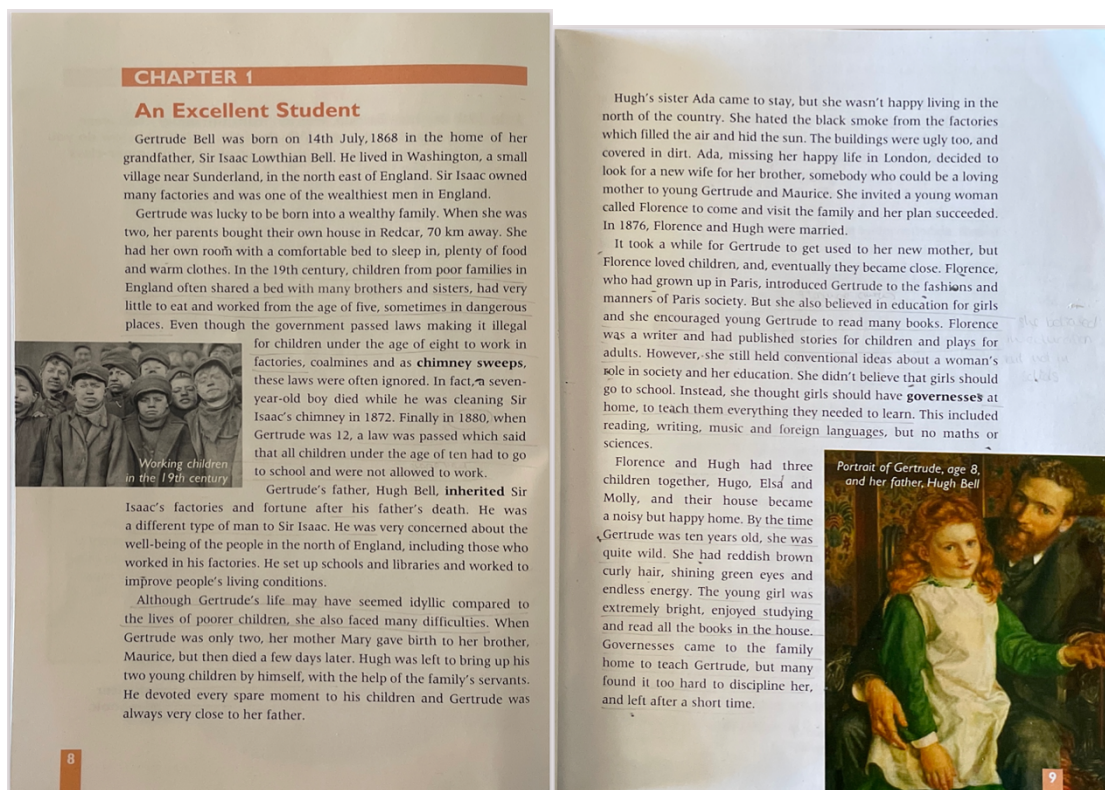


Figure 16. Chapter 1, pages 8 and 9. Source: Alexander, J. (2017). *Women Who Made a Difference*. Cyprus: Burlington Books. pp 8-9

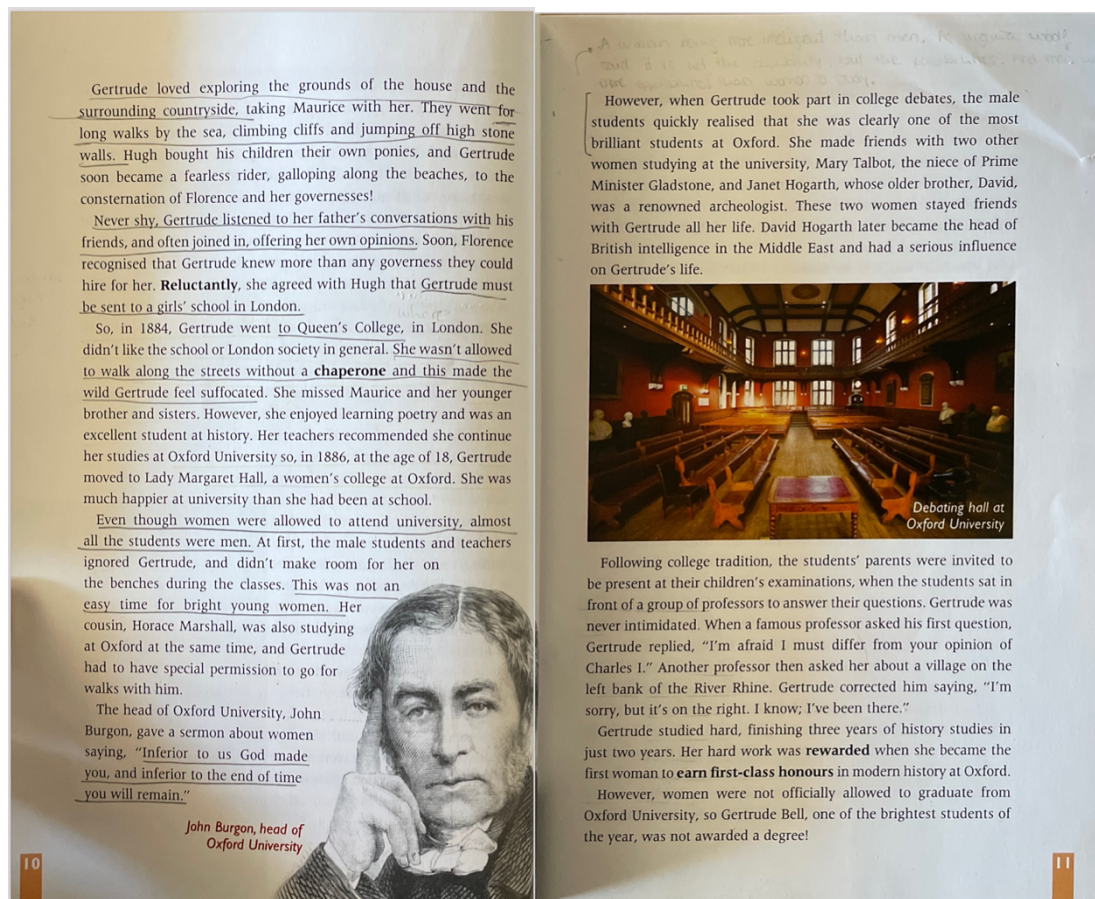


Figure 17. Chapter 1, pages 10 and 11. Source: Alexander, J. (2017). *Women Who Made a Difference*. Cyprus: Burlington Books. pp 10-11

1.5.3. Activity 4: Example of a pickers' card

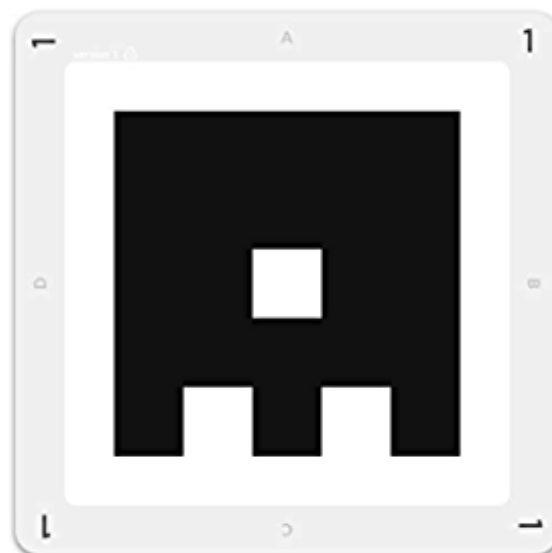


Figure 18. Example of pickers' cards. Retrieved from: <https://help.plickers.com/hc/en-us/articles/360008948034-Get-Plickers-Cards>

1.6. Session 6

1.6.1. Activity 2: Planning sheet

BEFORE START WRITING		
PLANNING		
My review of _____ By: _____		My rating: ★★★★★
Ideas for the introduction: - - -		
Information of the book:	My opinion:	
Reason 1	Reason 2	Reason 3
Ideas for the conclusion:		

Figure 19. Planning sheet. Source: my own elaboration

1.7. Project

1.7.1. Project information

You are supposed to do a family tree and include the profession that your relatives have, or had. Also, you have to give reasons, i.e., if your relatives have/had a job, you will tell which one, but if they don't/didn't have a job, you should give the reasons why.

The project must include:

- Photos
- Names
- Jobs
- Reasons and relevant information.

Remember that you must use the vocabulary and grammar of this unit.

Figure 20. Relevant information about the final project. Source: my own elaboration

1.7.2. Project model

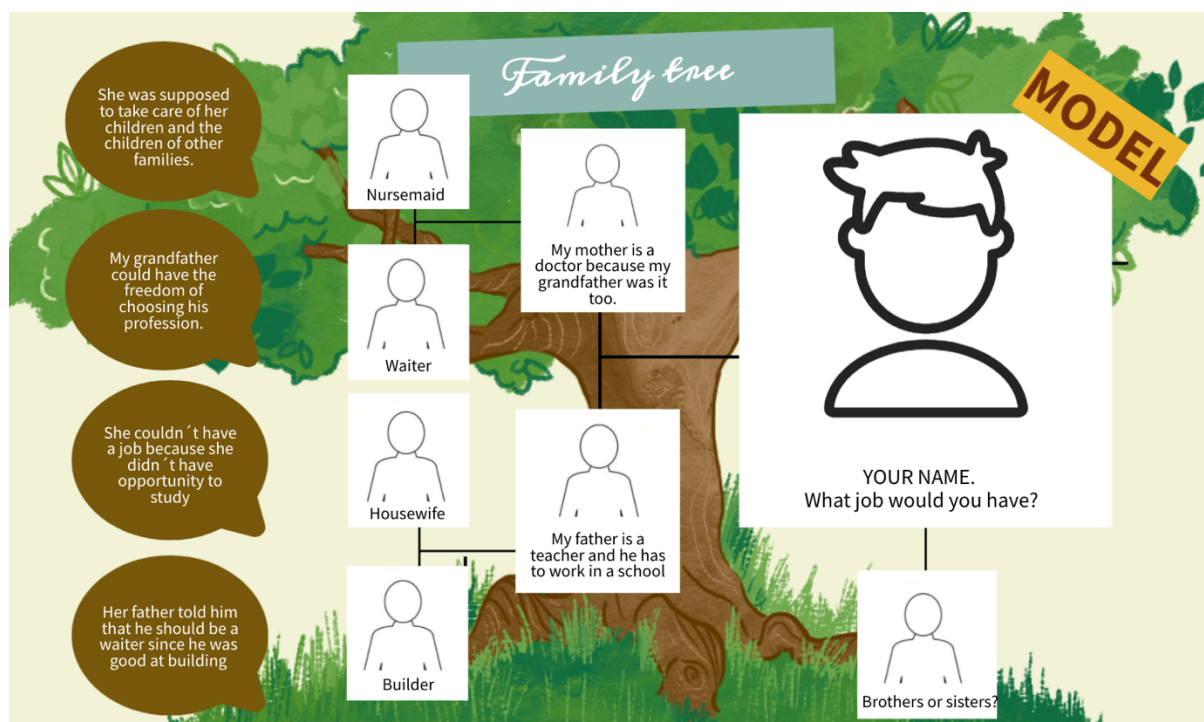


Figure 21. Model the final project. Source: my own elaboration

1.8. Attention to diversity materials

1.8.1. Fast-finishers

Reading Worksheet & Team Game

Job Riddles 1

Can you find out what I am?

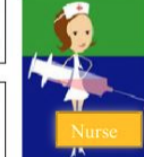
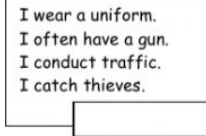
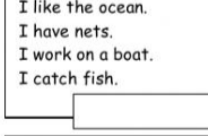
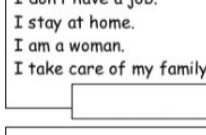
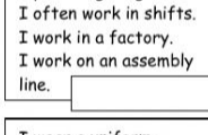
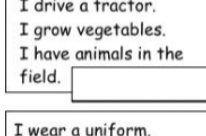
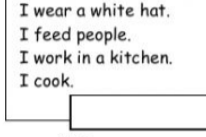
 Housewife  Fire fighter  Factory worker  Air dresser  Postman  Cook  Taxi Driver  Secretary	 Soldier  Flight attendant  Football Player  Nurse  Teacher  Police Officer  Pilot	 Fisherman  Farmer      
 Builder	 Shopkeeper  Doctor	 Bus Driver

Figure 22. Jobs Riddle. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Vocabulary/Game*_Job_Riddles_pe628850gi](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Vocabulary/Game*_Job_Riddles_pe628850gi)

MODAL VERBS

Choose the correct option.



Remember, you're in a library, you ____ speak loudly.

a) don't have to
b) mustn't
c) are allowed to

Don't forget to take an umbrella. It ____ rain later.

a) might
b) can
c) should

____ wear jewellery to school?

a) may she
b) does she have to
c) is she allowed to

Betty ____ be ill. I've just seen her.

a) can
b) can't
c) has to

I was using my mobile a minute ago. It ____ be somewhere here.

a) must
b) have to
c) could

We ____ chew gum in class.

a) should
b) may
c) aren't allowed to

You ____ be hungry. You've just eaten lunch.

a) have to
b) can't
c) is she allowed to

You ____ make pancakes. I've already made some.

a) mustn't
b) have to
c) don't have to

Students ____ borrow up to four books at a time.

a) are allowed to
b) must
c) can't

I've just bought a lottery ticket. I ____ become rich soon.

a) must
b) could
c) am allowed to

Mr. Black ____ be away this weekend, but we're not sure.

a) might
b) has to
c) must

Paul has finally got the job. He ____ be really pleased.

a) must
b) is allowed to
c) could

Don't ride so fast. You ____ have an accident.

a) have to
b) may
c) are allowed to

Mum ____ do the shopping. Dad has already done it.

a) has to
b) doesn't have to
c) doesn't has to

____ bring our own music to the school disco?

a) We are allowed to
b) Are we allowed to
c) Is he allowed to

Stella can't find her car keys. They ____ be in her bag.

a) are allowed to
b) don't have to
c) could

I ____ take any electronic devices on school trips.

a) am not allowed to
b) am allowed to
c) have to

Larry ____ be at home. His car is outside.

a) may
b) mustn't
c) must

You ____ vacuum the carpet. Phil's already cleaned the room.

a) can't
b) don't have to
c) mustn't

He ____ speak Spanish fluently. He's been there for only a week.

a) can't
b) can
c) could

'Whose pen is it?' 'I'm not sure. It ____ be Sandra's.'

a) has to
b) must
c) might

'Where can I find Luke?' 'He ____ be in the garden.'

a) is allowed to
b) may
c) doesn't have to

She's got plenty of time, so she ____ hurry.

a) doesn't have to
b) don't have to
c) has to

Figure 23. Extra activity of modal verb. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Modal_verbs/Modal_verbs_-_quiz_cm355id](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modal_verbs/Modal_verbs_-_quiz_cm355id)



Be Supposed To

Sometimes "it is supposed to..." = **it is said to...**

Sometimes "be supposed to" has a different meaning. It means supposed to happen = it is planned, arranged or expected. Often this is different from what really happens.

'be + not supposed to' often suggests that something is not allowed or prohibited.

a. It **is supposed to** be the most delicious steak in town.

b. We **were supposed to** go to the party but we got an important meeting.

c. She **is supposed to** finish her homework so she can't come with us.

d. You're **not supposed to** tell it. It's a secret.

e. She's **not supposed to** eavesdrop our conversation.

A. Fill in the blanks with the provided words.

1. She was supposed to here at 4 pm.
2. My brother was not supposed to his friend's toys.
3. We are supposed to swimming but it's raining hard right now.
4. Students are supposed to to the teacher's explanation.
5. I'm supposed to groceries this Sunday.
6. They are not supposed to off the event. So many people have bought the tickets.
7. I'm supposed to in at the airport at eight.
8. Brothers and sisters are supposed to along.
9. Those college students are supposed to in the tasks by Friday.
10. He is supposed to surgery immediately.



B. Write your opinions about the sentences below using "be supposed to".

1. My neighbor parked his car in front of my house.

He was supposed to park his car in his own garage.

2. Ruby was late.
3. The party is held at a five-star hotel.
4. The market is open at 7.
5. My little sister gets measles.
6. We will have a music concert next year.

Figure 24. Extra activity of 'to be suppose to' structure. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Be_supposed_to/Be_supposed_to_uv964794kh](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Be_supposed_to/Be_supposed_to_uv964794kh)

1.8.2. Slow-learner

Which job is it?

Click the job in the box and drop it next to the appropriate job description.

shop assistant	police officer	(personal) assistant	dentist
fire fighter	veterinarian/vet	pilot	mechanic
baker	bus driver	hairdresser	doctor
taxi driver	teacher	architect	zookeeper

1. I sell things to people. I work in the shop .	Who am I?
2. I help people in accidents. I must stay calm and react calmly in difficult situations. I work at the police station .	Who am I?
3. I put out large fires and help in accidents. I wait ready at the fire station and when people in trouble call 112, we start the fire engine, turn on the warning lights and sirens and help you.	Who am I?
4. I design buildings (houses, schools, hospitals, museums, galleries,...).	Who am I?
5. I treat sick animals. I work in the pet hospital .	Who am I?
6. I teach children to read and write. I work in a school .	Who am I?
7. I answer the phones. I write and send e-mails. I make appointments. I work in the office .	Who am I?
8. I look after the animals. I work in the zoo .	Who am I?
9. I help sick people. I work at the hospital .	Who am I?
10. I wash and trim your hair. I work in the hairdressing salon .	Who am I?
11. I check and treat your teeth. I work at the dental surgery .	Who am I?
12. I can mend your car when it stops working. I work at the mechanic workshop (in a special garage) . I use different tools.	Who am I?
13. I bake and sell bread and some pastry. I work in the bakery .	Who am I?
14. I drive a taxi . I take people where they want to go in return for money.	Who am I?
15. I drive a bus along a particular route. People enter my bus at many bus stops.	Who am I?
16. I am trained to fly planes. I travel a lot.	Who am I?

Figure 25. Reinforcement activity about jobs. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Jobs_and_occupations/Which_job_is_it\\$_ek138280tx](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Which_job_is_it$_ek138280tx)

Grammar Modals of obligation, prohibition or necessity

1 Choose the correct option.

You **don't have to** / **must** be quiet in the library. People are studying!

- 1 You **have to** / **mustn't** have a passport to travel abroad.
- 2 People **mustn't** / **need to** travel on public transport without a ticket.
- 3 We **didn't have to** / **needed to** get up early yesterday, because there was no school.
- 4 You **don't have to** / **must** finish your homework. The teacher wants to check it tomorrow.
- 5 You **mustn't** / **need to** wear trainers for PE lessons.

2 Complete the sentences with the correct form of have to / must, don't have to and mustn't and the verbs in brackets.

You **don't have to watch** (watch) the football with me if you don't want to!

- 1 The girl was very unhappy. I (do) something to help her.
- 2 We (work) hard to stop loneliness!
- 3 I (go) straight home after the match. I had lots of homework.
- 4 We always train before our volleyball matches, so we (be) late!
- 5 You (change) your behaviour. Those comments you made were very hurtful!
- 6 We (tell) our teacher how we were feeling. She always knew immediately!

3 Put the words in the correct order to make *have to* or *don't have to* sentences and questions

on Friday / go / We / to / to school / don't / have

We don't have to go to school on Friday.

- 1 to / Kate / give / in class today / a presentation / had

- 2 have / to school yesterday / you / walk / Did / to / ?

- 3 have / eat / lunch at school / don't / Students / to

Figure 26. Modal verbs of obligation, prohibition and necessity. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Modal_verbs/UNIT_1*_Modals_of_obligation,_permission_and_necessity_vc1234519ng](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modal_verbs/UNIT_1*_Modals_of_obligation,_permission_and_necessity_vc1234519ng)

1. Only bicyclists to use this bike path.
 - a. Are supposed
 - b. Were supposed
2. He to be at a business meeting at 2:00. It's now 2:15 and he's calling to say that he'll be late.
 - a. was supposed
 - b. is supposed
3. While watching a movie in a movie theater, movie goers to keep quiet.
 - a. are supposed
 - b. were supposed
4. A doctor will tell you that to exercise if you want to stay healthy.
 - a. you're supposed
 - b. you aren't supposed
5. She to speak Spanish in an English class.
 - a. is not supposed
 - b. was not supposed
6. The exam to start at 10.00 sharp, but the teacher was late.
 - a. was supposed
 - b. wasn't supposed
7. The train to arrive at 11.00. Why was it so late?
 - a. was supposed
 - b. is supposed.
8. You can't go to the pub – you to be ill!
 - a. are supposed
 - b. was supposed

Figure 27. 'To be supposed to' activity. Retrieved from: [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Be_supposed_to/Be_supposed_to_ec29141xe](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Be_supposed_to/Be_supposed_to_ec29141xe)

1.9. Assessable rubrics

1.9.1. Rubric to assess students' final project (35% of the final mark of this unit (session 7))

	MATERIALS 15%		ORAL PRESENTATION 20%	
EXPERT	15%	- Catching and highly creative materials. - Support makes the presentation more comprehensible and they are well integrated into the oral presentation. - High level of preparation.	20%	- Organized and permanent good speech. - Perfect used grammar structures (and some structures with a higher level). - Wide range of vocabulary use. - Impeccable pronunciation, fluency and intonation.
EXCELLENT	13%	- Quite adequate and creative materials. - Support material makes the presentation more comprehensible.	18%	- Organized and permanent good speech. - Correct used of grammar structures and vocabulary. - Excellent pronunciation.
GOOD	10%	- Slightly creative materials and ideas. - Connected story.	15%	- Organized speech but not permanent. - Limited use of grammar and vocabulary and with some mistakes. - Understandable story. - Not a bad pronunciation.
FAIR	8%	- All requirements are present.	10%	- Unsatisfactory speech. - Well-structured sentences but there is no connection among them.

		- Constantly poorly and not well-connected story. - Correct but not quitter original ideas.		- Not a good pronunciation.
POOR	5%	- Limited new ideas. - Not all requirements were asked. - Not much elaborated material.	5%	- Not much preparation of the speech. - Unclear and deficient knowledge of grammar and vocabulary. - Incorrect and incomplete structures.
	0%	- Any material has been prepared as support to the oral presentation.	0%	- Oral presentation has been not presented.

Table 17. Rubric to assess students' final project

1.9.2. Rubric to assess students' writing task (20% of the final mark of this unit)

	WRITING TASKS: BOOK REVIEW		
EXPERT	20%	- All required elements are included. - Highly clear, connected and coherent structure, description of the story, characters and reasons. - High knowledge in grammar structures and vocabulary use.	
EXCELLENT	18%	- All required elements are included. - Slightly correct structure, description of the story, characters and reasons. - Adequate grammar and vocabulary used.	
GOOD	15%	- All required elements are included.	

		- Clear structure, a good description of the story, characters and reasons. - Satisfactory grammar and vocabulary used. Some mistakes which do not interfere with the message.
FAIR	10%	- All required elements are included, but not well connected on some occasions. - Unclear structure, description of the story, characters and reasons. - Unsatisfactory grammar and vocabulary used. Sentences are correct but not well-connected in some occasions.
POOR	5%	- Hardly identification of required elements. - Highly unclear structure, description of the story, characters and reasons. - Insufficient and incorrect or incomplete grammar structures and vocabulary use.
	0%	If the task is directly not fulfilled.

Table 18. Rubric to assess students' writing task

CONCLUSIONS

To sum up, and after having undertaken this project, it would be possible to draw the following conclusions.

First of all, we have been able to know that literature has been used as a means of EFL learning through time and that this use is increasing. Besides, we have seen that a communicative approach is one of the most appropriate methods in order to implement the use of literature, since undoubtedly it is an authentic material. Moreover, we have realised that considering literature as part of the contents is one of the aims of the Spanish curriculum in Compulsory Secondary Education. Besides, we could see that bearing in mind some necessary parameters before choosing a literary text in order to achieve those previous aims in an appropriate way. Furthermore, it has been mentioned the importance of choosing which genre should be introduced in class in a critical way, since each genre will contribute to some particular utilities. Finally, and most importantly, we have become aware of the importance of using literature as a means of learning in an EFL classroom.

By the same token, this study has demonstrated the necessity and the possible benefits of introducing feminism as an actual global issue in our society. We could see that, according to the curricular framework, global issues should be part of the official curriculum at this education stage, proving its importance and necessity. We have also seen that feminism is a wide field and this allows us to have more possibilities when we need to select the contents which should be considered in a lesson plan.

In addition, with the help of the review of the different feminist waves, it can be seen that feminism is not a static concept, but which is progressing through time. That means that in the EFL classroom, feminism can be introduced addressing different aspects by focussing on the different waves highly mentioned.

Finally, a didactic proposal has been developed in which it can be seen that it is possible to introduce literature and global issues as part of the contents and as means of learning. Also, we have seen how implementing those contents can also introduce some current affairs. During the realisation of this didactic unit, students' motivation has been one of the main focal points. For that reason, a great number and a great variety of technological devices and resources, also known as ICTs, has been used. Besides, many activities have been designed in order to develop cooperative and interactive work.

Hopefully, both this study and the didactic proposal will serve as inspiration for other teachers and students with the objective of creating more academically and emotionally prepared learners to improve the future society.

REFERENCES

- Akyel, A. & E. Yalcin. (1990). Literature in the EFL class: A study of goal-achievement incongruence. *ELT Journal*, 44 (3), 174-180. Retrieved from: https://www.researchgate.net/publication/249252544_Literature_in_the_EFL_class_A_study_of_goal-achievement_incongruence
- Albadalejo, G., M. D. (2007). Cómo llevar la literatura al aula de ELE: de la teoría a la práctica. *Revista de didáctica ELE*, 5. Retrieved from: <https://marcoele.com/descargas/5/albadalejo-literaturaalaula.pdf>
- Amnistía Internacional, (1999). *La mutilación genital femenina y los derechos humanos. Infibulación, excisión y otras prácticas cruentas de iniciación*. Madrid, Spain: EDAI
- Ann F., B. (2020, March). *How literature can help us develop empathy* [Video]. TED Conferences. https://www.ted.com/talks/beth_ann_fennelly_how_literature_can_help_us_develop_empathy#t-
- Babae, R. & Roselezam Bt Wan Yahya, W. (2014). Significance of Literature in Foreign Language Teaching. *Canadian Center of Science and Education*, 7 (4), 80-85. ISSN 1913-9020
- Bhargava, V. (Ed.). (2006). *"Introduction to Global Issues". Global Issues for Global Citizens*. Washington, D.C., USA: World Bank
- BOE (Boletín Oficial del Estado) 2013. núm. 295, de 10 de diciembre de 2013. LOMCE. 2013. Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- BOE (Boletín Oficial del Estado) 2015. núm. 3, de 3 de enero de 2015. Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato, 169-546.
- Cerezal S., F. (1995). Foreign Language Teaching Methods. Some Issues and New Moves. *Revista de investigación e innovación en la clase de idiomas*, 8, 110-132. ISSN 1130-7021. Retrieved from: <https://ebuah.uah.es/xmlui/handle/10017/895>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Cambridge University Press.
- Collie, J. & Slater, S. (2002). *Literature in the Language Classroom: A resource book of ideas and activities*. Cambridge: Cambridge University Press.
- Constitución Española. Boletín Oficial del Estado, 29 de diciembre de 1978, núm. 311, pp. 29313 a 29424
- Davis, A. (1981). *Women, Race and Class*. United Kingdom: Penguin Random House.

- Davis, A. [elDiarioes]. (2018, October 26). *Angela Davis talk's in Madrid: "Feminism will be anti-racist or won't be" (English)* [Video]. YouTube: <https://www.youtube.com/watch?v=7ker6-fQxY4&t=217s>
- Demetriou, E. and J. Ruiz Mas (2009). *Child's Play. An Introduction to Children's Literature for Teachers of English as a Foreign Language*. Granada, Spain: Grupo Editorial Universitario.
- Demetriou, E. and J. Ruiz Mas (2020). "Graded Readers in the L2 Classroom". Máster en Profesorado de Educación Secundaria, Bachillerato, Formación Profesional y Enseñanza de Idiomas. Universidad de Jaén. Apuntes de clase (material no publicado).
- Feminism (n.d.). In Cambridge Dictionary. Retrieved June 8, 2021, from <https://dictionary.cambridge.org/es/diccionario/ingles/feminism>
- Gammon, K. (2012, June 27). *What Is Freedom?* LiveScience. Retrieved June 7, 2021, from: <https://www.livescience.com/21212-what-is-freedom.html>
- Giovetti, O. (2019, June 28). FORCED MIGRATION: 6 CAUSES AND EXAMPLES. Concern Worldwide. Retrieved June 8, 2021, from <https://www.concernusa.org/story/forced-migration-causes/>
- Héritier, F. [Centre Pompidou]. (2020, March 6). *♀ Françoise Héritier* [Video]. YouTube. <https://www.youtube.com/watch?v=ekNtehuXARc&t=3817s>
- Howatt, A.P.R (with H.G. Widdowson). 2004 (1984). *A History of English Language Teaching*. Oxford and New York: Oxford University Press
- Johnson, A. P. (2020, April 25). *A literature based approach to reading instruction* [Video]. YouTube <https://www.youtube.com/watch?v=OsaXYlj-jTM>
- Johnson, A. P. (2020, May 14). *Story grammar for comprehension* [Video]. YouTube <https://www.youtube.com/watch?v=ii0fsK-o7T4>
- Krashen, S. D. & Terrell, T. D. (1998). *The Natural Approach: Language Acquisition in the Classroom*. London, England: Prentice Hall ELT.
- Kim, H., J. (2008). Grammar-Translation Method. in Josué M. González (ed), *Encyclopedia of Bilingual Education*, Vol. 1. Thousand Oaks, CA: SAGE Publications. pp. 330-332
- Longley, R. (2019, July 31). What Is Pluralism? Definition and Examples. *ThoughtCo*. Retrieved from <https://www.thoughtco.com/pluralism-definition-4692539?print>
- Mackay, F. [TEDx Talks]. (2017, December 7). *What's Feminist about Equality?* [Video]. YouTube. <https://www.youtube.com/watch?v=CVB7BWHaUT4>
- Mañeru Méndez, A. and E. Rubio Herráez (1992). *Educación para la igualdad de oportunidades: transversales*. Madrid: Ministerio de Educación y Ciencia.

- McMahon, S. I. 1996. Book club: The influence of a Vygotskian perspective on a literature-based reading program. In Dixon-Krauss, L (ed). *Vygotsky in the classroom: Mediated literacy instruction and assessment*, White Plains, NY: Longman, 59–76.
- National Youth Council of Ireland. (2021, April 5). *Global Issues*. [Video]. YouTube. https://www.youtube.com/watch?v=WSsLOmQox_o
- Peachey, N. (n.d.). *Content-based instruction*. British Council. Retrieved from: <https://www.teachingenglish.org.uk/article/content-based-instruction>
- Pound, E. (1934). *ABC of Reading*. New York, USA: New Directions Publishing.
- Rascón M., D. (2014). Cross-curricular issues and published ELT materials in Spain. *Miscelánea: A Journal of English and American Studies*, 49, 115-136. ISSN: 1137-6368.
- Rascón M., D. (2011, January). Cross-Curricular Teaching in Foreign Language Classrooms of Jaen and Newcastle Secondary Schools. *Porta Linguarum*, 15, 93-113. ISSN: 1697-7467
- Russell, B. (1926). *On Education*. London, England: Routledge.
- Sercu, L., Méndez G., M. C. & Castro P., P. (2004). Culture teaching in foreign language education: EFL teachers in Spain as cultural mediators. *Porta Linguarum* 15, 85-102. ISSN 1697-7467. Retrieved from: <https://dialnet.unirioja.es/servlet/articulo?codigo=1130005>
- Solidarity principle*. (2011, May 4). *European Foundation for the Improvement of Living and Working Conditions*. Retrieved from: <https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/solidarity-principle>
- Subirats, M. [AprendemosJuntos]. (2019, March 6). *V. Completa. "Necesitamos referentes femeninos para dar más oportunidades a las niñas"*. M. Subirats. [Video]. YouTube. <https://www.youtube.com/watch?v=BLOesA3i3sU>
- Tolerance. (n.d.). In Cambridge Dictionary. Retrieved June 7, 2021, from <https://dictionary.cambridge.org/es-LA/dictionary/english/tolerance>
- UNICEF (n.d.). Gender equality. Equal rights and opportunities for girls and boys help all children fulfil their potential. Retrieved June 8, 2021, from <https://www.unicef.org/gender-equality>
- United Nations, (n.d.). Climate Change. Retrieved June 8, 2021, from <https://www.un.org/en/global-issues/climate-change>
- United Nations, (n.d.). Inequality. Retrieved June 8, 2021, from <https://www.un.org/development/desa/socialperspectiveondevelopment/issues/inequality.html>

- United Nations, (n.d.). Poverty Eradication. Retrieved June 8, 2021, from <https://www.un.org/development/desa/socialperspectiveondevelopment/issues/poverty-eradication.html>
- Varela, N. (2005). *Feminismo para principiantes*. Edición actualizada. Barcelona, Spain: Penguin Random House
- What is Cross-curricular?* (n.d.). Twinkl. Retrieved June 4, 2020, from <https://www.twinkl.es/teaching-wiki/cross-curricular>
- Wiggan, G. A. & Hutchison, C. B. (Ed.). (2009). *Global Issues in Education. Pedagogy, Policy, Practices, and the Minority Experience*. New York, USA: Rowman & Littlefield Education
- Woodruff, A., H. & Griffin, R., A. (2017). Reader response in secondary settings: increasing comprehension through meaningful interactions with literary texts. *Texas Journal of Literacy Education*, 5 (2), 108-116. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1162670.pdf>
- Zhou, G. & Niu, X. (2015). Approaches to language teaching and learning. *Journal of Language Teaching and Research*, 6(4), 798-802. ISSN 1798-4769. Retrieved from: <http://dx.doi.org/10.17507/jltr.0604.11>
- Zoreda, M. L. & Vivaldo-Lima, J. (2008). Scaffolding Linguistic and Intercultural Goals in EFL with Simplified Novels and their Film Adaptations. *English Teaching Forum*, 46 (3), 22-29. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1096286.pdf>