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VALUES IN EFL CLASSROOM: A LITERARY DIDACTIC UNIT

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ABSTRACT

The main aim of this dissertation is to confirm the importance of reading and teaching literature in the classroom and, as a result, show how beneficial it is for students as it provides them the chance to know other cultures and how it helps them acquire the communicative competence by learning through the values of gender equality, reduction of inequalities and pluriculturality.

This study is based on the integration of human values and pluriculturality in the secondary EFL classroom. The didactic unit is designed for a 4th of ESO class, using literature as its guiding thread to learn through values. The final outcome of this dissertation, that is the didactic unit, could be successfully implemented in any EFL classroom of the region of Aragón.

KEY WORDS: values, pluriculturality, gender equality, literature

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1. INTRODUCTION

To begin with, I would like to explain the reason why I chose to write my dissertation focused on the value of gender inequality and on pluriculturalism through the novel *The House of Mango Street*. One of the reasons is that the novel made an impact on me when I read it as a teenager. Used to read books at school with which I felt not represented, I was quite impressed with the main character of this novel, Esperanza, her strength and attitude. Besides, I find this novel appealing for teenagers who may not enjoy reading, as it contains one-page chapters, which are easier to read as you read the full story at once. On the other hand, in this work gender roles are reflected as a social construction, not as something inherent to the gender identity with which you are born; and I consider the value of gender inequalities an interesting topic to deal with in class as it is also mentioned in the curriculum. Also, in relation to pluriculturality, I consider it interesting that Spanish students get to know that different way of seeing the family and intra-family relationships in the Latin culture since Latinos are a fundamental part of American society.

A notable evolution in teaching English as a foreign language has taken place in the last decades, and it has shifted from traditional teaching methods to communicative ones. As a result, teaching today is learner centered and that is the purpose of this didactic unit proposed for a group of 4th of ESO at *IES Virgen de la Sierra* in Illueca (Zaragoza). Literature, in this didactic unit, is used to boost students' curiosity for the content of the text, leaving aside the traditional grammar-translation method.

Reading is one of the four basic language skills, and it has not been provided the importance it deserves. From my humble opinion and my experience as a teacher of EFL in the last five years reading is, on some occasions, relegated to the background and not given the relevance it has.

The target of this dissertation is to confirm the importance of teaching literature in the classroom and show how beneficial it is for students as it provides them "a chance to know much about different cultures that have different interests and values making no intersection between our culture and other foreign culture" Sami (2007: 2) Working on the reading skill in class goes beyond reading a graded book. The teacher needs to make the most of that book read in class so that students learn about other cultures and traditions, different values, having a critical opinion of the current society and leave aside that association between a book in the EFL classroom and endless lists of vocabulary.

In order to achieve this aim, eleven lessons that conform to a didactic unit have been created. This didactic unit revolves around two key elements: reading and the acquisition of values.

This dissertation starts providing the answer to the question: *why literature in the EFL classroom?* Then, the dissertation delves into a brief description of the evolution of the use of literature in the classroom. Afterwards, a definition and classification of values is provided as well as the role the teacher has related to them. Next, the integration of human values in the EFL classroom is developed. Then, a description of the pluricultural competence and use of the literary texts to foster it is given. The last section of the theoretical background contains the axis of the didactic unit shown in the next section, and that is an overview of values and pluricultural features in the novel *The House on Mango Street*.

The didactic unit, the second and most important section in this dissertation, follows a task-based approach in which each lesson portrays a pre-task, while-task and post-task. The didactic unit revolves around Sandra Cisneros' novel, focusing on three main topics: gender inequality, reduction of inequalities and pluriculturalism. At the end of the unit, it is hoped that students become aware of gender inequality if society respects and shows interest in different cultures. A further goal in this didactic unit is to foster students' communication abilities through peer interaction and discussions in class providing the student authentic and meaningful material, in this case, the novel.

2. THEORETICAL BACKGROUND

2.1. Why literature in an EFL classroom?

Despite being one of the most attractive and valuable areas of study, little attention has been paid to literature in the EFL classroom up until the last decades. For some time now, this situation has changed radically over the past two decades and literature has become a relevant source for teaching materials in EFL. According to Rezaei (2011: 202) literature provides “authenticity, motivation, cultural/intercultural awareness and globalization, intensive/extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence, and critical thinking” among other advantages.

Before delving into the importance of literature in the EFL classroom, Encyclopedia Britannica (2020) defines it as “a body of written works” which “has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution.” Beyond being a procedure of arranging words to prove mere pleasure, it “also functions more broadly in society as a means of both criticizing and affirming cultural values” (Encyclopedia Britannica, 2020). Basnet and Mounfold (1993) considered that “literary texts are cultural documents which offer a deeper understanding of a country”. Also, Sell (2005: 91) explains how literature “raises awareness of other cultures and enhances cultural competences, but it is not only English literature that should be studied”. So, there seems to be no doubt that there is some consensus among authors and that literature broadens minds and enhances knowledge regarding several skills and competences. For these reasons, teaching literature in the EFL classroom should be indispensable.

2.2. The evolution in the use of literature in the EFL classroom

Stability has not been one of the strengths of the role of literature in the EFL classroom, on the contrary, it suffered vicissitudes along the last centuries. During the Classical period, education consisted in teaching religion, mainly reading, and writing with private tutors or learning abroad. Then a series of events took place, first the American Revolutionary war, then the Civil War. The age of Enlightenment arrived which resulted in the ex-

pansion of trade and commerce as well as in the secular control of education. During the so-called “Boom Period” (from 1861 to the outbreak of WWI) public education appeared. All these movements gave place to different approaches.

The Grammar Translation Method (1840-1940) became the principal approach to language learning in the 19th C. It was of German origin and was known in the USA as the Prussian Method. Its main proponents were Plotz, Ollendorf and Meidinger. “Emphasizing the skills of reading and writing, memorization, explicit grammar instruction, and translation, this method was originally used to teach languages and literatures such as Latin and Greek.” Shehadeh (2020: 1). It intended to enable learners to read classical literature and to bring about benefits from the mental discipline. Concerning the skills, attention was paid to reading and writing, whereas little importance was given to oral skills. The procedure was based on teaching grammar rules deductively, using the mother tongue as the medium of teaching and passing formal written exams. The use of literature to teach EFL was notorious as it was believed that literary works were unerring and accurate (Padurean, 2015).

Several other teaching methods bursted after the Grammar-Translation Method, however, none of them focused on literature. The reform movement represents a shift from grammar-translation methods to natural methods and it is based on the ideas of linguistic specialists on language who observed the way children learn their mother tongues. After the Grammar-Translation method appeared the Direct method in order to facilitate the student's immersion in the second language. Its main representatives were L. Sauveur and M. Berlitz. In Sauveur's work *An Introduction to the Teaching of Living Languages Without Grammar or Dictionaries* (1874), he expounded a communicative approach to language teaching.

Later on, during the 60s and 70s, other approaches appeared such as the Communicative Approach, the Total Physical Response (TPR), the Silent Way and the Community Language Learning (CLL). Learning English at the time revolved around humanistic education, which is “a humane approach to education that helps students believe in themselves and their potential, encouraging compassion and understanding, and fostering self-respect and respect for others” Kirschenbaum (1982). In these decades, the study of English as a Foreign language had practical purposes and it was believed that “the study of

literature will contribute nothing to helping our students meet their academic and/or occupational goals” (McKay,1996: 530).

In 1977, Tracy Terrell together with Stephen Krashen outlined the Natural Approach, which was a new method for second language learning that focused on oral and written communicative skills. This was an attempt to develop a language teaching proposal that incorporated the “naturalistic” principles researchers had identified in studies of second language acquisition. Krashen and Terrell referenced the affective filter and subconscious learning. They considered there is a predictable order of acquisition from which we should profit. “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” Krashen (1988: 55).

According to this, Noam Chomsky emphasized in *Aspects of the Theory of Syntax* 1965 the distinction between competence and performance, being the first one the intuitive knowledge of the rules language and being the second on the actual message produced by applying those rules. In other words, competence refers to what you can understand, the knowledge you have performance to its use. These two concepts were introduced for the first time into linguistics by Hymes in 1972 in this article *On communicative competence*. Hymes defined communicative competence as “a knowledge of the rules for understanding and producing both the referential and social meaning of language.”

Widdowson (1978) in *Teaching Language as Communication*, explained how learning a language was the acquisition of the ability to use the language so as to communicate. Canale and Swain (1980) distinguished four different areas in the communicative competence: grammatical, sociolinguistic, discursive, and strategic. All four they make up the underlying systems of knowledge and skill required for communication. Howatt in *A history of English language teaching* (1985), differentiates a strong and a weak version of the Communicative approach.

Communicative Language Teaching, from now on (CLT), is another approach to the teaching of a second language and it emphasizes interaction as the target of learning a language and also as the means to reach it. Defining the CLT is somehow challenging, but the agreement in the definition is clear. According to the Macmillan dictionary, the CLT or communicative approach is” a style of language teaching that focuses on using language for real communication rather than learning systems of grammar and vocabulary”. Oxford Learner’s dictionary University Press (2020) says that it is “a method of teaching a foreign

language that stresses the importance of learning to communicate information and ideas in the language” and the British Council explains the “the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning” and “when learners are involved in real communication, their natural strategies [...] will allow them to learn to use the language”. They all focus on the importance of real communication but leaving aside another key factor “authentic material or authentic resources” in the classroom. Since the 1990s different authors, Nunca (1991) and Elliot (1991) emphasized the importance of authentic texts into the learning process as one of the main features of the CLT. Besides, (Elliott, 1991, p. 65) reinforced the idea of using literature in the classroom as part of the authentic material as it “could also be considered to be a means of internalizing specific grammatical constructions and reinforcing points previously learned”. Richards (2006) also mentions the effort for authentic sources “since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT”.

2.3. Literature in the EFL classroom

During the 1960s and 1970s, English literature was used to teach EFL, however, nowadays due to globalization this has shifted and “literature came to be regarded as, at best, an irrelevant and, at worst, positively harmful” (Maley, 2001: 180) as cited in (Ali, 2015). Consequently, supporters and detractors of teaching literature in EFL have arisen.

Garipova (2014) in her didactic proposal for the EFL classroom highlights the main reasons why literature is not triumphant in EFL. These causes include teachers’ lack of knowledge and also students’ discouragement as the main factors for literature’s failure. These factors may differ depending on each individual and his circumstance. Living in the digital age, we, as teachers, are the only ones who can stop ourselves from acquiring the knowledge to teach proper literature in the classroom. Only those with a narrow horizon can hold on to that excuse.

On the other hand, Torrano et al (2019) mentioned how through reading literature students can obtain a broader perspective on different cultures. (Im)migration in Spain since the 2000s has become an important matter. So, we cannot ignore the different cultures that surround us and literature, undeniably, helps students to learn about them. Spanish

LOMLOE in its title I, chapter III, article 23 (objectives) states that students should “know, value and respect basic aspects of their own and other cultures and history”. This educational law is currently together with LOMCE. Consequently, it is our responsibility to offer students the necessary tools for them to acquire that knowledge, being literature the most outstanding and suitable as it is the perfect authentic material.

It should be pointed out that the use of authentic texts in the EFL classroom can be a useless tool if texts are not chosen accurately. But is there a pattern that should be obeyed so as to choose the proper text to each classroom level? The answer is no. Teachers need to follow a general guide which establishes general rules on the EFL level students should reach along the school year according to those standards, key competences and evaluation criteria. Besides, teachers need to adapt to each class and select the most adequate authentic material.

Umirova (2020) says that the variety of authentic material is ample and can be divided into three broad categories: “authentic listening-viewing materials, such as TV commercials, quiz shows or cartoons; authentic visual materials, like photographs, paintings, silhouettes, pictures from magazine, ink blots; and authentic text materials such as newspaper articles, movie advertisements, lyrics to songs, restaurant menus”. From my experience as a teacher, we are already paying attention to the auditory authentic material but, unintentionally, leaving aside print authentic material since, the majority of schools use textbooks which offer print material. However, in most cases, the material is either not authentic or it is adulterated. Due to this reason, I have decided to focus my dissertation on printing authentic materials and more precisely, literary texts.

We, as teachers, want our students to be able to abide today and literature creates awareness of difference and develops a better understanding of other worlds and cultures and, what better way exists than through literature? An irrefutable explanation provided by Scrivener is that “if language is studied or taught using texts devoid of emotions and feelings, it will be bland, repetitive, completely forgettable. To remember something, we need to be surprised by an odd idea”, Ali (2015). Literature, then, is more attractive, motivating, stimulating for students and as a result it enlarges students imagination as its creativity makes students interact naturally. “Literature stresses that English [...] is a language of expression, feeling, emotion, imagination and creation. Furthermore, literature provides the feel of the language”, Ali (2015).

The use of literature in an EFL classroom cannot only be reduced to reading, although that may come to one's mind automatically. Tasks based on literature are numerous and can develop language, integrating skills (writing, reading, listening and speaking) and teach culture, vocabulary and grammar. Teaching a second language's ultimate aim is to convey information and be able to communicate within a society.

2.4. Teaching values in the EFL classroom

2.4.1. Definition and classification of values in education

The nouns *values*, *morality* and *beliefs* are notoriously arduous to differentiate if there are differences between them notwithstanding the broad use of the three words.

Providing an accurate definition of the word *value* may not be difficult at first sight. The Cambridge Dictionary defines it as “the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behavior”. However, a full understanding of what values are and how we teach them in the classroom, that is another thing altogether. Values are closely related to our beliefs, and again, the Cambridge dictionary explains *belief*: as “the feeling of being certain that something exists or is true”. In general terms, the terms *values* and *beliefs* are quite similar and could be used equally. However, I consider that a value is static or permanent in time and one can change their thoughts on a belief depending on the situation or external factors.

In general terms, the terms “values” and “beliefs” are quite similar and could be used equally. In fact, many writers have reported that value and belief are frequently used interchangeably. However, I do not fully agree as I consider that a value is static or permanent in time and, a one can change their thoughts on a belief depending on the situation or external factors.

Last, the term *morality* is defined as “a set of personal standards for good or bad behavior and character”. A second definition similar to the definition of value of the same term is “the quality of being right, honest, or acceptable”. Once more, the term shares a big part of its meaning with the term *value* and, so, all in all, they will be equally used along this dissertation.

These three are, certainly, generic definitions of a type of words that require a greater study and understanding. The three of them are related to the individual, nevertheless we, as human-beings, do not live isolated but in society and, in the case of our students they also coexist in the community of school. I consider it vital to refer to any of these terms in relation to the community of school and what values can contribute to our students in their student life and future careers.

Narrowing the term *value*, I am going to examine now what “values in education” are. It is used to name different aspects. According to the APA Dictionary of Psychology, values education is the “instruction that is focused on principles, moral standards, or ethical qualities that are considered desirable, in addition to academic instruction.” Read (2016: 39) “Values education is to do with developing children’s awareness and understanding of human, social, cultural, ethical and global values and how to behave as a responsible, fulfilled citizen within the community.”

Value education is a broad term. However, as the ultimate outcome education in values is seeking, is to shape an exemplary citizen and, students will not become these types of citizens only by learning what is on the curriculum, but they also need to acquire several values to reach that final outcome. Values do not have a specific classification, and values in education may differ from one region to the other. In this dissertation I will follow Aragon's curriculum and its classification.

Even though there is not a specific document which establishes a set of values that must be taught in the different subjects, these values are embedded in the key competences and also in the curriculum. As the Aragonese curriculum in its ORDER ECD/489/2016, May 26th highlights, the main values treated along secondary compulsory education are: equal treatment and non-discrimination for any personal or social condition or circumstance, prevention of gender violence or against people with disabilities, knowledge of the Aragonese cultural heritage, promotion of equal opportunities and increased levels of educational quality for all students. The stage curricular project also considers as important values: equality between men and women, plurality, respect for human rights, promotion of constitutional values and coexistence, knowledge and reflection on our past as values to be developed by the students in order to avoid that situations of intolerance and violation of human rights, health education and environmental education, among others.

In the case of English as a foreign language, which is the subject that concerns here, the main values are conveyed through the key competences, which are according to the order ECD/489/2016, May 26th “linguistic competence, mathematical competence and basic competence in science and technology, digital competence, learning to learn competence, social and civic competence, sense of initiative and entrepreneurship and cultural awareness and expression”. These values are the same as those in the order ECD/489/2016, May 26th. UNESCO also establishes a series of values that include “non-discrimination and cultural pluralism” as two of the most relevant values that students should acquire in school.

2.4.2. Values at the core of the teacher’s role

“Language teaching is a profoundly value-laden activity” as Johnson (2003: 1) says. EFL teachers do not only focus on teaching the language itself but cultures, contexts, traditions and history are implicit in the learning of a new language. So, students acquire a greater amount of knowledge apart from grammar and vocabulary, they also embrace values and deal with moral issues.

Johnson (2003: 8) states the following: “We recognize that our deepest and best instincts as teachers arise from belief or faith rather than from pure logic, yet by the same token we are deprived of the best tool we have for evaluating those instincts”. A problem Johnson highlights is the fact that teachers, as individuals, cannot know whether they deal correctly with students or not on particular occasions, as they act according to their own beliefs. As a result, a dichotomy is created on the morality of teaching in which our personal beliefs collide with the social situations they play out. So, teachers need to deal in the classroom with their own morality plus all the students' moral values, which is overwhelming because teachers need to make blistering moral decisions constantly.

The fulfillment of values in the classroom is complex and ubiquitous. This is referred to as expressive *morality* of the classroom by Jackson et al. (1993) and “it includes what teachers and students say and how they behave but extends to every aspect of the situation, even the layout and decor of the classroom” (Johnson, 2003: 13). It has been taken for granted that learning a new language is simply a “matter of psycholinguistic ac-

quisition” whereas the reality differs as it includes different techniques, activities, and methods (Johnson, 2003).

As Johnson (2003) refers, teaching a second language has some singular differences to the rest of the subjects. One says that “values in second language teaching are virtually by definition negotiated across cultural boundaries”. This means that our personal culture, our students' cultures, which may or not be the same as ours, and the culture we are teaching in EFL will encounter on multiple occasions in the classroom and these situations generated are difficult to manage. Johnson (2003: 91-92) highlights how this is quite difficult to cope with and that a clear cut among language and culture cannot be drawn, besides, “many in the field of language teaching believe that all language is thoroughly and irrevocably soaked in culture, and that it is an impossibility to learn the language without the culture”.

The second major characteristic speaks of ambiguities within these cross-cultural values. “In EFL, we are faced with the problem of presenting, explaining, and, in many cases, justifying cultural practices that we ourselves often believe to be either superior or inferior to those of the students’ culture” Johnson (2003). Most teachers of English are not native speakers and have to enhance the culture taught by respecting and not despising our home culture.

Every decision a teacher takes in the classroom has a moral meaning, whether we are conscious at that moment or not. Johnson (2003:19) illustrates these intricacies by focusing on three areas: “the moral dimensions of classroom discourse, values implicit in curricula, and the moral underpinnings and moral consequences of the teacher’s de facto role as representative of an institution”. According to Jackson et al. as cited in Johnson (2003) eight different categories of moral influence grouped in two sets were proposed. The first set referred to “moral principles, of the kind associated with the “teaching of morality” and the “second set of categories of moral influence, on the other hand, constitute the “morality of teaching”. Both sets compose a bundle that should not be separated as it is as necessary “exhorting children to behave in a particular way” as teaching them the rules of the class. A conflict may arise when establishing those rules in the classroom as we need to be authoritarian in the rule set but also want to create bonds with the students.

It cannot be dodged the fact that our voice tone, facial and corporal expression, the decoration we (don’t) use or how we arrange the chairs and tables creates a moral judg-

ment on each student and is part of the morality of teaching. This means that even the most insignificant things we say or do in class “have moral significance and convey complicated and often contradictory moral messages” Johnson (2003). Apart from our tone of voice, the accent used in the classroom can also be a moral decision. For non-native teachers it is more unlikely to happen as we speak English with the same accent we learned from another teacher but for a native speaker this may be an important decision which will affect the students’ learning. Should we all teach using the RP as a standard? Each teacher can decide what accent s/he will use, but we cannot forget that some accents are considered “superior” to others.

Whether we are conscious about this or not, values are the axis of the teacher’s role and, therefore, “we have to re-examine our values and how they play out” in the classroom. The morality of our decision making lies in the encounter between our own values and the complex details of particular contexts and cases” Johnson, (2003). Because of this, teaching is not easy but makes our job “profoundly human and profoundly meaningful”.

We should see the relationship between the teacher and students as a bridge, being the teacher the pylon on one side of the bridge and the students the pylon on the other side. Bearing this mind, there is a need of a span in between those two pylons so as to “demonstrate to those outside the classroom that students respect teachers” and, on the other hand, teachers are required to “form personal bonds with students in order to motivate them to learn” (Feiman-Nemser & Floden, 1986: 508). At any rate, teachers need to keep distance with their students, but at the same time, “the teacher-student relation is the foundation of moral interaction in language teaching”. (Johnson, 2003: 80)

The reality about the relation teacher-student is that no separation of “the educational content of the teacher-student relation from its other components” (Johnson, 2003: 81) exists and, in most of the cases, teaching teenagers and being also their tutor on some occasions, makes it impossible to not get involved in their lives.

Whether we like it or not, every word, expression, accessory we wear, etc. reveals part of our personality, part of the values we consider ours and those that in the end will be exposed to. As Johnson (2003: 93) emphasizes “the dynamics of teacher identity are saturated in moral meaning and dilemmas of values; this adds yet another dimension to the complex moral topography of ELT”.

2.4.3. Integrating Human values in the EFL classroom

SDG (Sustainable Development Goals) are, according to the United Nations (2020), “a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet”. The SDG is composed of 169 targets, grouped in 17 goals, that the United Nations adopted in the Sustainable Development Summit held in September 2015, which aims to end by 2030 with three main issues: poverty, climate change and inequality. This last one, inequality, is the axis of this dissertation. I consider it a fundamental value to teach in the classroom as it comprises other vital subcategories such as education, gender or well-being among others, which students deal with in their daily life including school hours.

Inequality is an extensive issue to deal with and so, I will focus on gender inequality in this dissertation, using the work *The House on Mango Street* by Sandra Cisneros as my main support in the didactic unit.

In order to achieve gender equality, we need to eradicate gender bias as it clashes with human rights and denies “half of the population a chance to live life as its fullest” as (Goal 5: Gender Equality, 2022) claims.

Table 1.

Sustainable Development Goals	
GENDER EQUALITY	REDUCTION OF INEQUALITIES WITHIN AND AMONG COUNTRIES
End discrimination against women and girls	Reduce income inequalities
End all violence against women and girls	Promote universal, social, economic and political inclusion
Eliminate forced marriages and genital mutilation	Ensure equal opportunities and end discrimination
Value unpaid and promote shared domestic responsibilities	Adopt fiscal and social policies that promote equality

Ensure full participation in leadership and decision-making	Improve regulation of global financial markets and institutions
Universal access to reproductive health and rights	Enhance representation for developing countries in financial institutions
Equal rights to economic resources	Responsible and well-managed migration policies
Property ownership and financial services	Special and differential treatment for developing countries
Promote empowerment of women through technology	Encourage development assistance and investment in lead developed countries
Adopt and strengthen policies and enforceable legislation for gender equality	Reduce transaction costs for migrant remittances

Table 1. Goal 5: Gender Equality, United Nations. (2020)

Along the didactic unit I will introduce in the next chapter, I will address some of these targets which are a recognition of the author of this book, Sandra Cisneros, about the Latino community in the US. As Maley & Peachey (2017: 5) put it, EFL teachers are more than mere teachers of language, through what they teach and their attitudes and practices, they have an enduring influence on the future attitudes and personalities of their students". John Dewey, as cited in Maley & Peachey (2017: 6), claims that "collateral learning in the way of the formation of enduring attitudes may be more important than the lesson (...) for these attitudes are fundamentally what count for the future".

Spanish society has drastically changed over the last fifteen or twenty years due to several reasons and this fact is reflected on schools. Nowadays, the relation teacher-student is far from what it was years ago and today we, the teachers, try hard to engage with students and integrate values and educational content in our class to "change unhelpful mindsets, and in raising awareness of the problems and issues" Maley & Peachey (2017: 6). The teacher is the "most significant factor in the learning context" (Hattie, 2008, in Maley and Peachey, 2017: 7), so that is the reason why the teacher's role is so important in students' life, more specifically EFL teachers "who have an inherent interest in the international community" Maley & Peachey (2017: 7).

2.5.Pluriculturalism in the EFL class by literary texts

2.5.1. Definition of pluriculturalism: the pluricultural competence

If gender inequality and the reduction of inequalities are key in this dissertation, so is pluriculturalism. However, and despite being so relevant, its definition in the CEFR is not clear and it is referred to as it were part of plurilingualism. The Council of Europe (2001: 168) describes the pluricultural and plurilingual competence as “the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures”. In the figure below (figure 1) the CEFR shows how the pluricultural competence is part of the communicative language competence and, at the same time, a component of three of the main general competences: Knowledge, ability to learn and skills and know-how.

Figure 1.

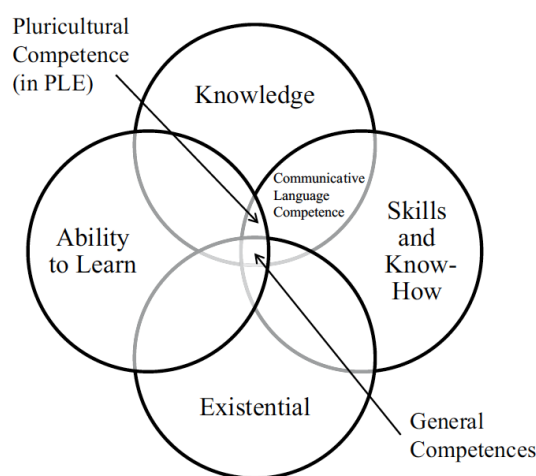


Figure 1. The CEFR's suggested relationship between competences (Runnels 2021 :19)

The CEFR illustrative descriptor scales (pp. 112-113) provides a series of descriptors that need to be taken into consideration “to broaden the perspective of language education in their context and to acknowledge and value the linguistic and cultural diversity of their learners”.

The European Council (2002: 47) explains that linguistic and cultural L1 knowledge is modified when L2 is incorporated and “helps to create intercultural awareness, skills and abilities in the speaker”.

According to the language teaching and learning dictionary (2019), pluriculturalism is a “context in which diverse cultural manifestations coexist and coexist”. The knowledge that a person has of cultures is not compartmentalized individually, but is able to compare some cultures with others, relate them and put them in contact, resulting in an enriching and integrating multicultural competence, of which multilingual competence is another component. Multilingualism must be understood from a multicultural perspective.

The pluricultural competence, then, is the ability of a person to participate in intercultural encounters, thanks to the experience they have in different cultures and the knowledge of different languages, and it includes multilingual competence as one of its main components.

Even though multicultural and pluricultural are used equally, Walsh (2005) establishes a difference between them and defines pluriculturalism as “a collection of singular cultures with often juxtaposed forms of social organization” as Latin Americans in the US where they “coexist in a territorial space and, together, make up a national totality”. On the other hand, multiculturalism addresses different cultural groups who coexist socially separated while the term pluriculturalism defends the communal living among different cultures within the same region or area.

Bernabé (2012) sees the concept of pluriculturalism as a simultaneous presence of two or more cultures in the same territory and “its possible interrelation”. She describes cultural pluralism as a democratic society in which many cultures coexist and defend themselves in recognition of the other and also fight for equality.

2.5.2. Use of literary text to foster the pluricultural competence

Due to globalization, more and more cultures coexist in the Spanish high schools. Because of this, the subject of English as a foreign language is the perfect scenario to enhance pluricultural awareness and to boost cultural understanding. Byram (2008), as cited in Gonzalez & Borham (2012), underlines the importance of enhancing in learners a “critical cultural awareness” since foreign language teaching should contribute to better understanding of other peoples and cultures.

Literary works are a fruitful way to understand other cultures as students gather insights with no need to visit the places they read about. Literary texts are well-known as they “construct sociocultural images and reflect different ways of experiencing the world” and they can also “promote reflection on cultural differences, develop understanding of the home culture, and consequently enhance more tolerant and open attitudes towards other cultures”, Gonzalez & Borham (2012: 108). Besides increasing the language competence, literary texts, as Thanasoulas (2010) says cited in Gonzalez & Borham (2012), also help students “define and redefine their own cultural values by exploring and interpreting the assumptions and beliefs of the target culture”.

Furthermore, the Comunidad de Aragón legislation stands up for the use of authentic materials in the EFL classroom, thus, literary texts are a better alternative than adapted readings which are usually offered in high schools. Gonzalez & Borham (2012) consider that literary texts are needed in order to foster the pluricultural competence as they help in the process of intercultural learning, and they are not superficial, impersonal or artificial as textbooks. However, literary texts are considered difficult to be understood by EFL students, even though these authentic materials offer a great access to new cultures and “they offer learners the opportunity for the negotiation of meaning and the encounter with cultural representations” (Gomez, 2011).

Authentic materials related to the cultures we are studying in a second language are necessary in the classroom because “if real intercultural communicative competence is the main goal to be achieved in second language learning, it is essential to consider the inclusion of well-selected literary texts” as, in our mother tongue, we are exposed to multiple texts that “reflect the important heritage of our own culture” (Gomez, 2011). Amer (2003) asserts that the use of literary text nurtures tolerance and empathy for diversity, which is vital in the classroom in order to achieve the values of gender equality and reduce inequalities.

In this dissertation, I have chosen the novel *The House on Mango Street* to open students' minds to other cultures inside the English-speaking world as there is a tendency to believe that teaching a foreign language should focus only on American or British traditions, not cultures.

2.5.3. *The House on Mango Street and pluriculturalism*

The House on Mango Street tells the story of a Chicana teen, Esperanza Cordero, who lives in a Latino neighborhood in Chicago. The main character and the author seem to share experiences, but there are many differences to call the book an autobiography.

Sandra Cisneros, the author of this novel, comes from a Mexican-American family settled in Chicago, Illinois. She was born and raised in the U.S.A., though traveled frequently to Mexico, where most of her family inhabited. She is "the third child and only daughter in a family of seven children" (Cisneros). One of the most successful contemporary Hispanic writers in the world, Cisneros published all her works in English. Spanish might seem latent in her works, nevertheless, it is present in discourse and at a deeper level, feelings and emotions (Van Hecke, 2017). The term *literary sesquilinguism* gathers this way of writing only in the dominant language. López García, as cited in Van Hecke (2017: 169) says: "it is the way of proceeding of those writers who are usually bilingual in their daily lives; but they only write in one of their languages, generally in the dominant one; they reflect, however, the sesquilingual situation". Few words appear in Spanish: *mama, papa* (3), *frijoles* (37, 38), *tamales* (39), *chancas* (46), *merengue* (51), *abuelito* (56), *las comadres* (103), etc. Most of the Spanish words used belong either to the group of family or food, as it is common to maintain these types of words in one's mother tongue.

One of the most important themes used in the novel, and related to the development of pluriculturalism, is the power of language. As mentioned above, some words appear to disperse along the vignettes, always in italics to distinguish them clearly from the rest of the text. *The House on Mango Street* shows how those who cannot communicate efficiently, that is, those who are not competent in the English language, are consigned to the lowest level of society. The most representative vignette is "No Speak English" (76-78) where *Mamasita* is "locked" in her apartment as she does not speak English. McMahon, however, claims that Cisneros uses home and domesticity "to assert Chicana/o representation and inclusion in the US national sphere".

Names are the other main theme related also to pluriculturalism. In fact, most of the characters in the book have at least two names; it is only Esperanza the one who has just one name. The characters may have a nickname and a real name or an English name and a Spanish one, like Meme Ortiz, whose name is Juan. This duality of names emphasizes the patent pluriculturality in that neighborhood of Chicago. In the case of Esperanza, even

though she has no other name, she speculates with hers: “In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting” (p. 10). Esperanza shows in this reflection how a barrier between the Anglo-American Hope and the Mexican Esperanza exists Montes (2020: 474). The character Esperanza, as Montes (2020: 473) states, also “makes references to her Mexican roots (to the Hispanic language in which she thinks of certain realities or makes specific associations), and to her North American experiences”.

Esperanza wants a “house all my own. With my porch and my pillow, and my pretty purple petunias” (Cisneros, 1984: 108). This vignette represents the duality between the so-called Americans versus the Latino community, that is, people with beautiful houses which Esperanza yearns for and Latinos living in “racial-economic segregation” (McMahon, 2013: 104). The author of the book shows how in the same neighborhood different cultures live together, because of migration from Mexico, but with great inequalities in between them.

The color purple is another indicator of pluriculturalism in Esperanza’s neighborhood. Cisneros represents “Mexican presence, space, culture and identity in the nation - illuminates a tension that has surrounded the book since its publication” (McMahon, 2013: 105). This color acquired importance years after the book was published, when Cisneros had her Victorian cottage painted in purple and there was a stir since it was considered “incorrect” for a historical building to be painted in such an inappropriate color. (McMahon, 2013: 103). Cisneros’ reply was convincing: “ (...) purple was a color I consider Mexican and beautiful. (...) My history is made up of a community whose homes were so poor to be considered worthy of historical preservation”. (McMahon, 2013: 104).

3. DIDACTIC UNIT

3.1. Justification

This syllabus is designed for pupils in the fourth year of compulsory secondary education (ESO), between 15 and 17 years old. It has been created under the provisions of the Order ECD/2016, of the 26th May, which establishes the curriculum and authorizes its implementation at the schools in the region of Aragon. It also takes into consideration the Order ECD/ 435/2018, of the 7th March, which calls for candidates to work in state schools.

According to the actual curriculum, the ability to be able to communicate in at least one foreign language is a requirement for all young people entering the world of employment, and learning English as a foreign language is considered a highly important part of compulsory secondary education in Spain. The laws governing education clearly state that foreign languages have to be included in the school curriculum at this stage and it is true that although English has been included in the secondary curriculum for many years, it has become more important than ever over the last few decades, as Spain has opened itself to the world. English has become a *lingua franca*, that is according to the Cambridge Dictionary “ a language used for communication between groups of people who speak different languages”.

Multilingual skills and multicultural awareness are also a vital ingredient in maintaining peaceful relations with people from other countries. Sociolinguistic competence, one of the components of communicative competence, is fundamental in the resolution of conflicts and in learning to co-exist peacefully. For this reason, in the 1990's, The European Council created the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) as the main part of the project ‘Language Learning for European Citizenship’. The objectives are to encourage communication and interaction between European citizens in order to improve mutual understanding, collaboration, personal and professional relationships and to overcome prejudices and discrimination. It also aims to provide a method of learning, teaching and assessing which applies to all languages in Europe. The Spanish system has fitted its own principles, aims, methodology, and assessment into this framework.

The subject of English as foreign language occupies an extremely important place in the Spanish curriculum, preparing young people for success in the world of work as well as for life as members of a global society. It also plays an important role in helping to develop the key competences and in the shaping of our pupils' personalities.

3.2. Contextualization

IES Sierra de la Virgen is located in Illueca, a town of approximately 3000 inhabitants, in the province of Zaragoza. This high school welcomes students from the entire Aranda region; Illueca is the reference site for the fourteen towns that make up this region and around 300 students study there. IES Sierra de la Virgen includes Compulsory Secondary Education, Baccalaureate, Basic Vocational Training in Forest Exploitation and the Second year of the intermediate educational cycle in Exploitation and Conservation of the Natural Environment.

The high school is divided into three different buildings: the main one is where most of the spaces are located, with the classrooms for all the courses of Compulsory Secondary Education, 2nd year of Baccalaureate and the educational cycles. In a second building we find the classrooms for 1st Baccalaureate and a third building whose function is that of a sports center.

Apart from these facilities, the school counts on some offices and rooms for administration or maintenance staff and teachers. It is made up of 38 teachers and 300 students between the ages of 12 and 20, 4 members of administration staff, 4 members of cleaning staff, and two caretakers. The school is run by a headmaster and has a School Board, a Teaching Board and a Pedagogical Coordination Commission. The students' parents also have representation in the school through the Parents Association. There are 5 teaching departments, one counseling department and an extra-curricular activities department.

As far as the English department is concerned, there are 3 teachers working full time, one of them being the head of the Department. English is a compulsory subject for all the groups during Compulsory Education (years 1-4) and Upper Secondary Education (Years 5,6) and it is taught 4 hours per week in years 1, 2 and 4 and 3 hours per week in year 3 of Secondary Education and Upper Secondary Education. Lessons are mainly in

the morning, from 8.30 to 14.20 with five periods of 55 minutes each and two breaks. The materials used by the department members include computers and projectors, tablets, books, graded readers, magazines, newspapers, films, series, board games...The integration of technology in the lessons is a priority.

There are three groups per year of compulsory secondary education, 12 groups in total, being two of them in the Learning and Performance Improvement Programme. Upper secondary education is run in three groups. The itineraries offered are Humanities and Social Sciences, on the one hand, and Sciences and Technology, on the other hand.

The syllabus target group is a group of Year 4 of Compulsory Secondary Education students who learn English as a Foreign Language and do not take part in the bilingual program. These students are in the middle years of adolescence, which is a period of physical, emotional and behavioral changes. Adolescence is often a period in which pupils lack study habits and feel forced to attend school. In general, my pupils are aware of the importance of learning English but have to be pushed from time to time to do some work. As far as their family background is concerned, 30% of the students have parents who are currently unemployed. Besides, different cultural backgrounds coexist. Apart from Spaniards, there is a student from Colombia, three Romanians and two Northern Africans. The group is composed of 24 students, 11 girls and 13 boys. The great majority of them come directly from Year 4 of Compulsory Secondary Education in the same school so they are already used to the way the school works. In general terms, we observe significant differences as far as their level of English is concerned. While some of the students achieved really good grades last year, some others managed to pass the subject in the last call and 3 of them eventually failed it.

3.3. Legal framework

The following legislative provisions are taken as a reference for the elaboration and development of this syllabus.

3.3.1. National legislation

1. Organic Law 2/2006, of the 3rd May, on Education modified by the Organic Law 8/2013, of the 9th December 2013, on the Improvement of the Quality of Education (Official Bulletin of Aragon 10/12/2013).

2. Royal Decree 1105/2014, of the 26th December, which establishes the curriculum for compulsory secondary education and Bachillerato (Official Bulletin of Aragon 03/01/2015).

3. Order ECD/65/2015, of the 21st January 2015, which defines the relationship between the competences, contents and assessment criteria of primary education, compulsory secondary education and Bachillerato (29/01/2015).

4. Royal Decree 562/2017, of the 2nd June, which regulates the requirements to obtain the compulsory secondary education and upper secondary school certificates (Official Bulletin of Aragon 03/06/2017).

3.3.2. Regional legislation

Curriculum:

1. Order ECD/489/2016, of the 26th May, which establishes the curriculum of compulsory secondary education and authorizes its implementation at the schools in the region of Aragon (Official Bulletin of Aragon 02/06/2016).

2. Title III of the Order ECD/489/2016, of the 26th May, which tackles assessment.

Organization/Coexistence:

1. Order of the 18th May 2015, through which the Instructions regulating the organization and working of Secondary Schools in the region of Aragon are passed.

2. Order ECD/401/2016 of the 25th April, through which the Innovation and Educational formation Department is created in all the Secondary Schools in the Region of Aragon.

3. Decree 73/2011, of the 22nd March, which establishes the rights and responsibilities Charter of the Educational Community members and the basis for the coexistence rules in non-university schools in the region of Aragon.

Diversity:

1. Decree 188/2017, of the 28th November 2017, of the Government of Aragon, by which the inclusive educational response and coexistence in the educational communities of the Autonomous Community of Aragon are regulated.(Official Bulletin of Aragon 18/12/2017)

3.4. Didactic unit sequence

The reason this book has been chosen is to open our eyes to cultural differences. The novel deals with issues of identity, belonging, culture and discrimination a reality found in this school on some occasions when a new student from a different country arrives, until s/he finds her/his place. I find this novel very appealing to my students as some of them will feel identified with the main character, Esperanza, and the rest will put in the migrant students' shoes.

Apart from speaking of cultures (pluriculturality), the lessons in this unit plan do encourage the discussion of the oppression of women in society. This means that the values of *Gender Equality* and *Reduce Inequalities* collected in the UN Sustainable Development Goals are also worked into the unit plan. The novel itself, explores a Mexican-American context, however, I am going to approach a more universal perspective, acknowledging students that gender discrimination is an issue in all cultures and it needs to be fought against.

3.5.Contribution to Key Competences

Acquiring a key competence is more “than just knowledge and skills” combination, “it involves the ability to meet complex demands [...] in a particular context” as the OECD (2005 : 4) says. All individuals need these competences for personal fulfillment and development, active citizenship, social inclusion and employment and the learning of English as a foreign language contributes to the acquisition of all of them. Practical and integrated

knowledge become key principles in an educational system based on these competences. The key competencies in the Spanish Education System date back to the 1990s and they were established by the European Union. The Royal Decree 1105/2014, of the 26th December, states in its article 2.2, the key competences students will have to develop throughout compulsory secondary education:

- Linguistic competence
- * Mathematical competence and basic competence in Science and Technology
- Digital competence
- Learning to learn competence
- Social and civic competence
- Sense of initiative and entrepreneurship competence
- Cultural awareness and expression competence

This learning unit is competence-based. According to section 7 of the Aragonese Curriculum, this unit mostly deals with the cultural awareness and creativity competence since it focuses on getting to know better other cultures and customs. It is widely accepted that cultural aspects are crucial in the English subject, since getting to know a language implies the knowledge of the cultures of English speaking countries.

In addition, this unit also focuses on communication in foreign language competence, which is said to contribute to the students' capacity of comprehension, speaking, reading and writing in that language. The learning of languages seems to be crucial for the understanding of other cultures. It is our belief that English opens students' minds and increases their vision of the world. The communication in foreign language competence contributes to both, their intellectual and also social abilities.

3.6. Objectives

The objectives for the area of English as a Foreign language in Secondary Compulsory Education are:

- Obj.En.1. To comprehend general and specific information from oral texts, about daily topics or of their own interest, emitted in face to face communication or by means of technical means.
- Obj.En.2. To express themselves orally and exchange messages in a comprehensible, adequate and autonomous way about daily, general or of their own interest topics in different communicative situations coming from specific tasks.
- Obj.En.3. To read and understand written texts of different types, being the level adequate to their abilities and interest, in order to extract the general and specific information and assess reading as a source of information, enjoyment and leisure.
- Obj.En.4. To write simple texts about well-known topics, general or of their own interest, with the adequate correction, cohesion and coherence, bearing in mind the sort of reader addressed and the communicative intention.
- Obj.En.5. To use the knowledge about the language and the linguistic use norms to comprehend oral and written texts, to speak and write adequately and to reflect about the foreign language functioning in communicative situations.
- Obj.En.6. To develop autonomous and cooperative learning strategies through the tasks done in the lessons, individual and team work, the use of all means at their disposal (especially ICT) and self and peer-assessment with the purpose of progressing in the learning and acquisition of the foreign language.
- Obj.En.7. To assess the use of the foreign language as a means of access to information and recognise its importance as a communication and understanding instrument among people from different nationalities and cultures, with the purpose of developing an intercultural consciousness without prejudices or stereotypes.
- Obj.En.8. To develop and show a receptive attitude of interest, effort and trust in the ability to learn and use the foreign language.

3.7. Contents

The contents that should be considered for 4th of ESO students in this learning unit related to American culture are the following according to the ORDER ECD/489/2016, of May 26th, which approves the Compulsory Secondary Education curriculum and authorizes its application in the educational centers of the Autonomous Community of Aragon (BOA, 2016, nº 15):

Content block n.1: Comprehension of oral texts

- Understanding and production of messages in face-to-face communications related to the issues of traveling and festivities, using several comprehension strategies such as the use of their previous knowledge about these cultures.
- Comprehension of general and specific information from various oral texts.
- Values, beliefs and attitudes; critical attitude towards preconceptions and stereotypes; respect for other ways of thinking.

Content block n.2: Production of oral texts: Expression and interaction

- Oral production of descriptions, narrations and explanations about facts, experiences and diverse contents.
- Use of communication strategies: Lean on and make the most of previous knowledge. Express the message clearly, coherently, structuring it properly and adjusting to the models and formulas of each type of text.
- Use culturally relevant body language (gestures, facial expressions, posture, eye or body contact).
- Use extralinguistic sounds and conventional prosodic qualities (voice intensity, tone, volume, laughter, pauses, ...)

Content block n. 3: Comprehension of written texts

- Comprehension of the general and specific information of authentic texts, written in a language of habitual use.

• Autonomous reading of longer texts related to their interests, and adapted to their level of competence.
• Use of communication strategies: distinction of types of understanding (general, specific and detailed information); implications. Deduction of meanings (explicit and implicit) from the context
• Strategies to solve specific tasks: Locate keywords in the questions and in the text, search for synonyms, infer meanings, translate, identify relevant information, etc.
• Use of digital or bibliographic resources in order to solve comprehension problems
Content block n. 4: Production of written texts: Expression and interaction
• Identification of the most significant features of American society, customs and culture.
• Knowledge of relevant cultural elements of these foreign language countries, obtaining information through different means, including teacher's materials.
• Composition of creative written texts (vignettes) proposed as the final outcome.
• Involvement in the evaluation process through peer-assessment.
• Readjust the task (undertake a more modest version of the task) or the message (compromise on what you would really like to express), after assessing the difficulties and available resources.
• Reflect and apply self-correction and self-assessment strategies to improve written expression; and recognize error as part of the learning process.

Table 2: English as a foreign language contents. ORDER ECD/489/2016, May 26th (BOA, 2016, nº 15)

3.8. Methodology

This learning unit follows a task-based communicative approach since it contains tasks with a clear purpose to improve learner habits and to increase learner awareness. Consequently, the tasks have the aim of employing language to perform actions in both everyday life and in the classroom, where authentic language activities should be the primary aim. In relation to this, spontaneous interaction between students has to be prioritized upon the simulations or the activity itself. On the other hand, there are some meta-communicative tasks which contribute to making communication fluent and accurate.

For my methodological commitment, focusing on meaning has taken more relevance than focusing on form. Nonetheless, the importance of the formal aspects of the language has also been considered. In this sense, the focus on form has been carried out in an integrated manner within the lesson so grammar has not been taught in isolation. Moreover, we have tried to follow an inductive approach with which students can infer language aspects through techniques such as noticing.

Throughout this unit I have designed 15 lessons which are developed following the structure of the task-based method. For this reason, it has been considered to adopt a pre-task, task, and post-task progression along the unit.

The proficiency level of the class is considered average. Therefore, this learning unit is going to be adapted to the students' learning different styles in several manners. On the one hand, tasks are going to be presented (input) through different sources such as oral explanations, visual aids, and performances. On the other hand, students will be allowed to produce their final outcomes (output) in different ways. Moreover, during the development of some tasks (process) they will be encouraged to work at their own proficiency level. In order to favor collaborative learning, we do not only use individual work, but also pair work and teamwork.

3.9. Order and Timing

This didactic unit is articulated in 11 lessons during the first term. The final outcome will be divided into two different projects: the first one is the creation of a video that brings forward the values learned along the unit. The second outcome is the writing of a vignette.

Its purpose is to participate in the school contest targeted at preventing violence, and more specifically gender violence in and out school.

3.10. Assessment criteria

First, a checklist is designed to evaluate students' work throughout the unit. This individual work will count up to 65% of their final mark. Moreover, this assessment tool evaluates students' perception of their own learning process. To evaluate the 35% left, we have created two different tools. On the one hand, there is a peer-evaluation checklist in which students evaluate in groups their classmates' vignettes. On the other hand, the teacher will evaluate students' vignettes using a rubric. Both assessment tools, the checklist and the teacher's rubric, count equally.

The criteria that will be assessed is found in Order ECD/489/2016, 26th May of the Legislation of Aragón. (see appendix XI).

3.11. Lessons

* Students are going to use in all or most of the lessons the book *The Home on Mango Street* and their notebook.

Lesson 1

Materials needed: appendix I (Key concepts - family).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interaction pattern
Warm up: Write "family" on the blackboard. Discuss in pairs assumptions of being an only child vs. having siblings.	5'	Teacher with class

Activity 1: In pairs write down about their families' gender roles and compare them to society at large.	10'	Teacher with class
Stage 2. Task		
Activity 2: 1. Students read individually Vignettes 1 and 2. 2. Students create a chart to compare their family and Esperanza's.	20'	Teacher with class Individual
Activity 3: 1. Teacher reads aloud Vignette 3. 2. Students in pairs answer the following question: How is the topic of <u>gender</u> introduced? 3. Teacher takes notes of students' answers.	10'	Ss → T
Stage 3. Post-task		
Activity 4: Students reflect on the themes read in the vignette and write them down on the key concepts sheet.	5'	Individual

Lesson 2

Materials needed: Appendix II (chicanos).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interac- tion pat- tern

Warm up: Teacher asks about the possible origins of the names of the characters. - Do they call your attention? Why? - Is there a difference between those with Spanish names and those with American names?	10'	Teacher with class
Stage 2. Task		
Activity 1: - Vignettes 4 - 9 listened (Youtube) - In groups of 4-5 look for information about the chicano community	30'	Teacher with class Groups
Stage 3. Post-task		
Activity 2: Students in the same groups check their information with teacher's handout about the chicano community in the US. Correct and/or add information to their own.	10'	Groups

Lesson 3

Materials needed: appendix III (New in the town).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interac- tion pat- tern
Warm up: Teacher shows a poster with some words written (pluriculturalidad, chicanos, Americans) - Do they call your attention? Why? - Do you consider Illueca a pluricultural town?	10'	Teacher with class

Stage 2. Task		
Activity 1: 1. Students are going to do a role-play called “New in the town” (see Appendix IV). First, the teacher gives instructions about the game. 2. Students are randomly set in groups of four. The teacher provides the handout A to the outstanding student of the group, which will be the expert and the handout B to the rest of the components. 3. The “<i>newers</i>” or (im)migrants read the context provided and think about the questions they are going to ask the resident of the town. At the same time, the residents read the information paper in order to be ready for any question. 4. Students assume their roles and start the game. Teacher will be monitoring and solving any possible doubts.	25’	Teacher with class Groups
Stage 3. Post-task		
Activity 2: Students on their own write down in <i>post-it</i> reflections on how they were treated by the other partners. Then, they put them on a poster the teacher previously created. Teacher asks the class: Do you think/believe our town is open-minded and offers your hand to new people coming from different backgrounds and cultures? Or do you think our town is similar to Esperanza’s neighborhood in Chicago? Students must read vignettes 10 - 28 for the next class.	15’	Individual Teacher with class

Lesson 4

Materials needed: Appendix IV (Quotations foreignness and culture).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interaction pattern
Warm up: Teacher recalls terms from previous lesson: cultures, pluriculturality, foreignness.	10'	Teacher with class
Stage 2. Task		
Activity 1: 1. Students in groups make a list of the key vignettes in which that sense of foreignness and cultures are present. Activity 2: 2. Teacher provides a handout (Appendix IV) with quotations that students have to relate to the correct vignettes.	25'	Groups Teacher with class
Stage 3. Post-task		
Activity 3: Considering students' reflections from the previous day, students must complete a handout and reach some conclusions.	15'	Groups

Lesson 5

Materials needed: appendix V (handout vignettes 10-28).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interaction pattern
Warm up: Teacher writes the question: What age do you consider girls old enough to become women? Teacher writes down the different answers and creates a word cloud which will be on screen for the rest of the lesson.	10'	Teacher with class
Stage 2. Task		
Activity 1: - Students are given a handout (appendix V) to answer some questions on these vignettes: 11, 13, 15, 18, 21, 22. Work in pairs. - Then, students check answers with the teacher's responses (appendix V).	20'	Pair Teacher with class Groups
Stage 3. Mini-project		
Activity 2: Students create a short script on the evolution of Esperanza and choose a palette of colors to represent that evolution.	20'	Groups

Lesson 6

Materials needed: appendix VI (peer assessment rubric) and appendix X (power point presentation gender (in)equalities).

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interaction pattern
Warm up: Teacher shows on a powerpoint presentation (appendix X) some events/situations in the novel that relate to the topic of gender equality. Students decide whether the situations described are (or not) the result of gender inequality.	10'	Teacher with class
Stage 2. Task		
Activity 1: 1. Students are set in groups of 4-5 and write down some ideas about gender equality to defend them later on in front of the class.	20'	Groups
Stage 3. Post-task		
Activity 2: 1. Discussion. Taking turns students, in groups, will tell their thoughts and opinions on this topic. 2. The rest of the class will assess their peers using a rubric the teacher will provide.	20'	The whole class

Lesson 7 and lesson 8

Materials needed: Appendix VII (Social class handout).

Stage 1. Pre-task

Teacher activity (performance)	Timing	Interaction pattern
Warm up: Teacher plays the audio of the vignettes 26, 35, 36 and 38 which students have previously read at home. (Audio: https://www.youtube.com/watch?v=qv-pmr5GV4g) Teachers ask students what they think Cisneros might be saying about the main topic in these vignettes, that is, social class.	20'	Teacher with class
Stage 2. Task		
Activity 1: 1. Students individually make a list of all vignettes related to social class and share their opinions with their partners. 2. In pairs students will find out which vignette corresponds to each quotation. Teacher will provide a handout.	30'	Pairs
Stage 3. Post-task		
Activity 2: 1. Students set in pairs read about the situations related to social class (handout from previous day). 2. Students read in the <i>UN website</i> what can be done in order to reduce inequalities (link: https://www.un.org/sustainabledevelopment/inequality/) 3. Students create their own leaflet with ideas that can be carried out at school in order to reduce the possible inequalities among peers.	50'	Pairs

Lesson 9. Materials needed: notes from previous days.

Stage 1. Pre-task		
Teacher activity (performance)	Timing	Interaction pattern
Warm up: Teacher recalls what main topics have been worked on: pluriculturalism, gender equality and reduction of inequalities.	10'	Teacher with class
Stage 2. Task		
Activity 1: - Students are randomly set in groups of 4-5. - A member of each group will take out a piece of paper that will determine the topic they will focus on, that is, gender inequality, pluriculturalism in the US or how to reduce inequalities in our society. Activity 2: - Students collect all the information they have from the previous weeks and select the relevant information they are going to need. Activity 3: - Students divide tasks between the members of the group and start working on the two final projects: a video in which students defend and fight for the topic they obtained in the piece of paper and writing a vignette that could fit in the novel. Students will record themselves giving a presentation and analysis on the key concept they were assigned, during 3 to 4 minutes. The video will be done with the app <i>Edpuzzle</i>.	40'	Groups

Lesson 10 and 11

Materials needed: Appendix VIII (peer assessment), Appendix IX (teacher assessment) .

Teacher activity (performance)	Timing	Interaction pattern
Stage 3. Project		
1.Students work in their groups preparing both projects while the teacher offers help when needed. 2.Once projects are finished, the videos are watched in class and assessed by the teacher and peers. 3.The vignettes are posted in the library in order to participate in the school's contest.	100'	Groups

4. CONCLUSIONS

As shown in the theoretical background and didactic unit sections, this dissertation emphasizes the necessity to integrate literature in the classroom, especially for the ESO stage. It has also attempted to prove that the students' learning of values contributes to their communicative competence.

In a hypothetical implementation it can be said that this literary project based on gender inequality and pluriculturalism carried out along eleven lessons could be successful in developing students' skills, not only reading but also listening, writing and speaking as all four were worked in this didactic unit. As a consequence, their communicative competence in English would improve considerably.

The main goal in this innovation project was to enhance the importance of reading in the classroom and how a meaningful reading together with a series of meaningful activities will make students acquire different values; in the case of the novel *The House of Mango Street* become aware of social inequalities, gender inequalities and pluriculturalism that exist in different societies including ours. Besides, interest towards our cultures will also arise as well as critical thinking. Education in values is fundamental in students academic life as it is part of the curriculum but also essential for their personal growth and maturity.

The first final product, that is, a vignette that could be added to the novel is atypical since students are not used to creating but used to summarize or answer simple questions. Writing a vignette after learning about the book and after having worked over different values and elements in ten lessons make students provide a final vignette interesting and more dramatic. They have also briefly learned about a completely different style where a book is written in an informal style, where language is simple and clear but with a lot of meaning and where there is a mix of two languages. Another significant difference with mere reading in class is the type of book used, that is, authentic material and a novel that students in American high schools read.

The second project, a video, can be successful and motivating for students as they have all the tools needed to create a shocking video that not only the teacher but also the rest of the class will enjoy watching and will be able to assess. This video will be the tip of the iceberg after having worked for almost ten hours in class on different aspects that will

be reflected on the video. The video is particularly important as students need to comprise all the information learned in just 3-4 minutes, they need to impress the class.

In conclusion, this didactic unit offers a different option to bring literature and the skill reading to the classroom in which students are engaged from the beginning to the end of the didactic unit, in which students work individually, in pairs, little groups or as a single group and in which the importance of values in class increases. Hopefully, the didactic unit serves as an example for future unit plans where literature becomes a central component in the English as a foreign language classroom.

Although this didactic unit was initially thought for students of 4th of ESO, 1st of Bachillerato students are a better audience. In fact, I consider it could even work better in 1st of Bachillerato as it contains 2 vignettes which might be tough for some students who may not be mature enough to deal with them. Apart from this, it should be considered the fact of distributing the didactic unit in more lessons so that more time can be dedicated to each activity.

To finish, I would like to add a proposal for improvement once the didactic unit has been hypothetically implemented. In lesson 9, activity 3, the creation of the video and the vignette were led to students' choice who created the video and who wrote the vignette for the contest. This freedom could lead to some disagreements on the division of each student's work. A better option for this activity to be done methodically is being the teacher the guide who establishes each student's role in the activity. This strategy will improve the mechanics in the classroom and will avoid wasting time choosing the different roles. As a result, students will have more time to prepare both activities and could even help in both projects.

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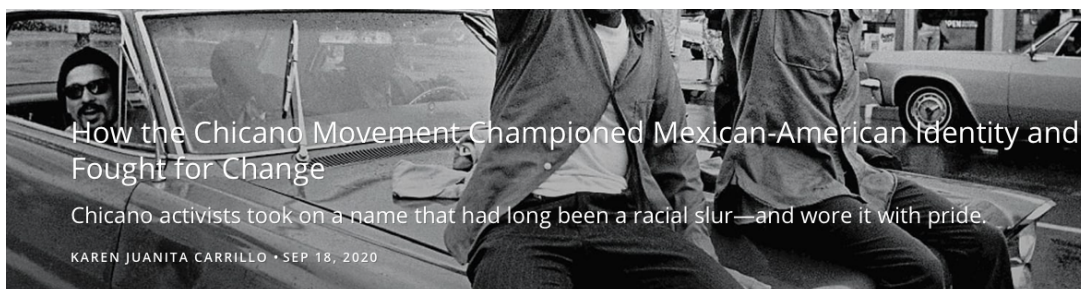
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6. APPENDICES

Appendix I (Key concepts - family)

FAMILY & COMMUNITY	
List key chapters which relate to this topic:	What events or situations in the novel relate to this topic:

Appendix II (chicanos)



David Fenton/Getty Images



In the 1960s, a radicalized Mexican-American movement began pushing for a new identification. The Chicano Movement, aka *El Movimiento*, advocated social and political empowerment through a *chicanismo* or cultural nationalism.

As the activist Rodolfo “Corky” Gonzales declared in a [1967 poem](#), “La raza! / Méjicano! / Español! / Latino! / Chicano! / Or whatever I call myself, / I look the same.”



Rodolfo “Corky” Gonzales speaking outside a police building to members of his organization, the Crusade for Justice, 1969. Denver Post via Getty Images

Leading up to the 1960s, Mexican-Americans had endured decades of discrimination in the U.S. West and Southwest. After the [Treaty of Guadalupe Hidalgo](#) put an end to the Mexican-American War in 1848, Mexicans who chose to remain on territory ceded to the United States were promised citizenship and “[the right to their property, language and culture.](#)”

But in most cases, Mexicans in America—those who later immigrated and those who lived in regions where the U.S. border shifted over—found themselves living as second-class citizens. Land grants promised after the [Mexican-American War](#) were [denied](#) by the U.S. government, impoverishing many land-grant descendants in the area.

Appendix III (New in the town)

It is a wonderful day to get to know the new town you will be living in, Illueca!

It is sunny and warm and you are willing to discover the most famous places of this magical city along the day!

The resident and guide is going to show you the landmarks of Illueca, but remember to ask him/her about:

- Place to stay in.
- Good restaurant for eating the typical food
- Other places of interest

Enjoy the town!

Newer

Newer

Newer

Newer

What a hard day for working! It's so hot and you have to guide foreigners around Illueca the whole morning. You try, but you are not very happy as most of them barely speak English nor the local language.

The best way of moving around Illueca is on foot as many streets are quite narrow.

RESIDENT

Appendix IV (Quotations - culture)

Key Quotations		
Quote	Vignette	Page
"Meme has a dog with gray eyes, a sheepdog with two names, one in English and one in Spanish!"		"
"Those who do't know any better come into our neighborhood scared. They think we're dangerous. They think we will attach them with shiny knives."		
" All brown al around, we are safe. But watch us drive into a neighborhood of another color and our knees go shikity-shake..."		
"Just another brazer who didn't speak English. Just another wetback You know the kind. The ones who always look ashamed"		
"Your who do not belong here but are here. Four raggedy excuses planted by the city"		
[About Sally) "'Her father says to be this beautiful is trouble. They are very strict in his religion. They are not supposed to dance.		

Appendix V (handout vignettes 10-28)

Who is Marin?

Why does she sit outside at night?

Summarize why Esperanza likes her:

What is meant by: "Marin is already older than us in many ways"?

Pick another character mentioned previously and compare and contrast them with Marin:

Character name:

Marin

Vignette
#11

Similarities:

Differences:

Do you think that Marin's dreams will come true? ☐ Yes ☐ No ☐ Maybe

There Was an Old Woman She Had So Many Children She Didn't Know What to Do

Vignette
#13

Question / Answer	How do you know? Explain / Give evidence.
Does Esperanza have a positive opinion of the Vargas children? ☐ Yes ☐ No ☐ It's complicated	
Does Esperanza feel any sympathy for Rosa Vargas? ☐ Yes ☐ No ☐ It's complicated	
Does Esperanza think that the community holds responsibility for other people? ☐ Yes ☐ No ☐ It's complicated	

What happens to Angel Vargas?

Darius & the Clouds

Vignette
#15

personal
RESPONSE

Do you find peace and security in nature, or natural elements?
Explain why (or when) or why not.

Vignette #18

A Rice Sandwich

Analyze a key topic: *Social Class*

3 reasons Esperanza uses to try to convince her mother to let her take a packed lunch to school:

How is the experience with the *nani* here similar to a previous story mentioned?

List, write, doodle, or mind-map how this topic is illustrated in this vignette:

Identify what you think is an important quotation from this vignette:

Vignette #21

The First Job

Why does Esperanza's father send his children to Catholic school?

- ☐ He is very religious.
- ☐ He has a very negative opinion of public schools.
- ☐ He went to Catholic school himself.
- ☐ He wants to appear wealthy.

Why do you think Esperanza lets Tito push her?

How might Esperanza feel when the older man forces her into kissing him?

Are these two events as bad as each other?

☐ Yes

☐ No



draw your own cactus here

This shows us that he is...

Papa Who Wakes Up Tired in the Dark

Vignette #22

Imagine you are Esperanza, posting about your abuelito's death.

Company
19:33

Instagram

[write username]

[write place]

...

♡
💬
➦

♥ 394 likes

[username]

view all 12 comments

1
1
1

Go back to the "Big Concepts" pages and complete for "Home, Family and Community" with evidence from this vignette.

Draw / collage the image; then write the caption with the hashtags.

Appendix V (handout vignettes 10-28) - Teacher's answer key

Who is Marin?

Louie's cousin; a female a little older than Esperanza.

Why does she sit outside at night?

To smoke and attract the attention of boys.

Summarize why Esperanza likes her:

To Esperanza, Marin is grown up and worldly, and teaches her about more mature things.

What is meant by: "Marin is already older than us in many ways."?

Not only is she physically older in age, she is also clearly more mature and experienced (perhaps sexually); she seems to have more mature knowledge of the world.

Pick another character mentioned previously and compare and contrast them with Marin:

Character name:

Marin

Vignette #11

Similarities:

Differences:

[Student's own thoughts & opinions; will depend on the character chosen]

Do you think that Marin's dreams will come true?

☐ Yes

[Student opinion]

☐ No

☐ Maybe

There Was an Old Woman She Had So Many Children She Didn't Know What to Do

Vignette #13

making INFERENCES

Question / Answer	How do you know? Explain / Give evidence.
Does Esperanza have a positive opinion of the Vargas children? ☐ Yes ☒ No ☐ It's complicated	"They are bad those Vargases" / "They are without respect for all things living, in during themselves."
Does Esperanza feel any sympathy for Rosa Vargas? ☒ Yes ☐ No ☐ It's complicated	"Rosa Vargas' kids are too many and too much. It's not her fault you know, except she is their mother and only one against so many."
Does Esperanza think that the community holds responsibility for other people? ☐ Yes ☐ No ☒ It's complicated	"But after a while you get tired of being worried about kids who aren't even yours." / "No wonder everybody gave up."

What happens to Angel Vargas?

Lacking oversight, he jumps from a height (thinking he can fly) and dies.

For Esperanza, what does the sky symbolize?

- (check all that apply)
- ☐ A feeling of deep sadness
 - ☒ A place of peace and security
 - ☐ The potential for beauty
 - ☐ The great equalizer in an unfair world
 - ☒ A world of possibilities
 - ☐ Other: _____

A quote which shows that Esperanza's community is not a very pretty place:

" Butterflies too are few and so are flowers and most things that are beautiful. "

personal RESPONSE

Darius & the Clouds

Vignette #15

Do you find peace and security in nature, or natural elements? Explain why (or when) or why not.

[Student's own thoughts & opinions]

Vignette
#18

A Rice Sandwich

Analyze a key topic: **Social Class**

[Student's own thoughts & opinions]

3 reasons Esperanza uses to try to convince her mother to let her take a packed lunch to school:

She will make her own lunch. /
There will be less dishes for her
mother to wash. / Seeing her less
will make her mother love her more.

List, write, doodle, or mind-map how this
topic is illustrated in this vignette:

Identify what you think is an important
quotation from this vignette:

[Student's own choice]

How is the experience with the nun here similar to a previous story mentioned?

In the opening vignette, she remembers when she was made to feel shame by a nun's
response to where she lived.

Vignette #18

Vignette
#21

The First Job

Why does Esperanza's father send
his children to Catholic school?

- ☐ He is very religious.
- ☒ He has a very negative
opinion of public schools.
- ☐ He went to Catholic school
himself.
- ☐ He wants to appear wealthy.

This shows us that
he is...

Proud, and prejudiced
against social class
status.

Why do you think Esperanza lets Tito push her?

She is friends with him, and perhaps even had a crush
on him: it may be a type of flirtation.

How might Esperanza feel when the older man
forces her into kissing him?

She might feel surprised, uncomfortable, scared,
offended, violated (student's opinion).

Are these
two events
as bad as
each other?

☐ Yes

☒ No

draw your own cactus here



Papa Who Wakes Up Tired in the Dark

Vignette
#22

Imagine you are Esperanza, posting about your abuelito's death.



[Creative Exercise]

Go back to the "Big Concepts" pages
and complete for "Family and Community" with evidence from this vignette.
Draw / collage the image, then write the caption with the hashtags.

Appendix VI (peer assessment rubric - oral discussion)

PEER EVALUATION

Names of students:

(1 = poor / 2 = pass / 3 = good / 4 = excellent)

	Students' evaluation	Comments
1. Participation: All the students have equally participated.		
2. Fluency: Students are able to speak in a fluent manner without great difficulty to express their ideas in the video, which makes it intelligible.		
3. Pragmatic use of language: Students have used persuasive language and structures to convince their classmates.		
4. Structure: Students have supported the main ideas with arguments and good examples.		
5. Time: Students have adapted to the established time. (2-3min)		
Other considerations (Comments, strengths, weaknesses, etc.)		
ADD UP THE TOTAL SCORE		

Appendix VII (social class handout)

Key Quotations		
Quote	Vignette	Page
"You live there? The way she said it to me feel like nothing"		"
"... they'll just have to move a little farther north from Mango Street, a little farther away every time people like us keep moving in"		
"Don't talk to them, says Cathy. Can't you see they smell like a broom?"		
"That one? She said, pointing to a row of ugly three fats, the ones even the raggedy men are ashamed to go into"		
"Papa said nobody went to public school unless you wanted to turn out bad"		
" And maybe if the surgeon would've come, maybe if he hadn't lost so much blood, if the surgeon had only come, they would know who to notify and where"		
"People who live on hills sleep so close to the stars they forget those of us who live too much on earth"		
"Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains".		

Appendix VIII (Peer evaluation)

PEER EVALUATION

Names of students:

(1 = poor / 2 = pass / 3 = good / 4 = excellent)

	Students'	Comments
1. Participation: All the students have equally participated in the realization of the video.		
2. Originality: The video is original and contains eye-catching materials.		
3. Accuracy: Students have made a correct use of the language and structures		
4. Fluency: Students are able to speak in a fluent manner without great difficulty to express their ideas in the		
5. Pragmatic use of language: Students have used persuasive language and structures to convince their classmates.		
6. Structure: Students have supported the main ideas in the video with arguments		
7. Effort: The video shows the students progression and constant work through		
8. Time: Students have adapted their video length to the established time. (3-4 min)		
Other considerations (Comments, strengths, weaknesses, etc.)		
ADD UP THE TOTAL SCORE		

Appendix IX (student's evaluation)

EVALUATION OF STUDENTS' VIDEO (Group)

Name of the students: _____

CATEGORY	POOR	PASS	GOOD	EXCELLENT
1. Participation	Two or less members have participated either in the realization of the video or the performance of it.	Three members have participated either in the realization of the video or the performance of it.	All members have equally participated either in the realization of the video or the performance of it.	All members have equally participated in both, the realization of the video and the performance of it.
2. Originality	The video is not completely original although and it does not contain eye-catching materials.	The video is not completely original although it contains a few eye-catching materials. (Only students appear).	The video is originally presented and contains a few eye-catching materials. (Combining students' appearance with images, etc.).	The video is originally presented and contains many eye-catching materials. (Combining students' appearance with images, etc.).

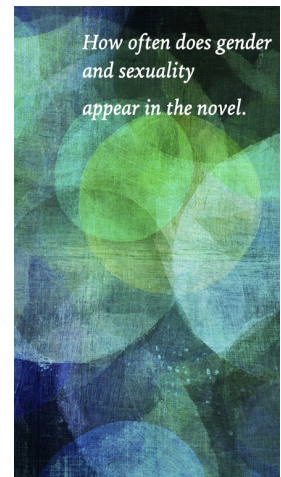
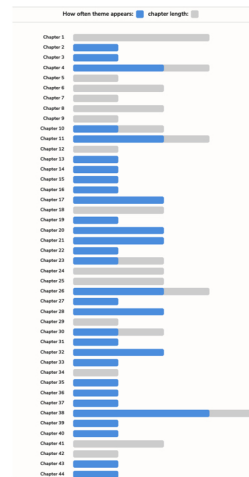
3. Accuracy	Linguistic components (grammar, vocabulary and spelling) are inappropriate. (More than 10)	Linguistic components (grammar, vocabulary and spelling) are adequate. (Between 7-9 mistakes)	Linguistic components (grammar, vocabulary and spelling) are correct. (Between 4-6 mistakes)	Linguistic components (grammar, vocabulary and spelling) are accurate. (Between 0-3 mistakes)
4. Fluency	Students are unable to speak in a fluent manner making the video unintelligible.	Students are able to speak in an intelligible manner with difficulties to express the ideas in the video.	Students are able to speak in a kind of fluent manner with little difficulties to express their ideas in the video, which makes it intelligible.	Students are able to speak in a fluent manner without great difficulty to express their ideas in the video, which makes it intelligible.
5. Pragmatic use of language	The video is neither able to persuade nor convince the audience.	The video, in some way, is able to persuade and convince the audience.	The video is almost able to persuade and convince the audience.	The video is able to absolutely persuade and convince the audience.
6. Structure	The students' perspective is not supported throughout the use of arguments and examples.	The students' perspective is imprecisely supported throughout the use of arguments and examples.	The students' perspective is frequently supported throughout the use of arguments and examples.	The students' perspective is always supported throughout the use of arguments and examples.

7. Effort	The final outcome shows that students devote little time and effort to the video. Does not seem to care.	The final outcome shows that students devote some time and effort to the video. But, it was not very thorough. Does enough to get by.	The final outcome shows that students devote sufficient time and effort to the video. (Reviewing, editing and recycling materials).	The final outcome shows that students devote a lot of time and effort to the video. The results shows the students' progression.
8. Time	The video length is shorter than a minute or exceeds the four minutes limit.	The video length is between 1' – 1'30" or 3'30 – 4'.	The video length is between 1'30" - 2' or between 3' - 3'30".	The video length is totally adapted to the timing established by the teacher (3 – 4')

Appendix X (powerpoint presentation gender (in)equalities).

THE HOUSE ON MANGO STREET

Gender inequalities



CHAPTER 4

ESPERANZA CORDERO

"SHE WAS A HORSE WOMAN TOO, BORN LIKE ME IN THE CHINESE YEAR OF THE HORSE — WHICH IS SUPPOSED TO BE BAD LUCK IF YOU'RE BORN FEMALE — BUT I THINK THIS IS A CHINESE LIE BECAUSE THE CHINESE, LIKE THE MEXICANS, DON'T LIKE THEIR WOMEN STRONG". (4.2)

Even as a child, Esperanza questions gender roles. She also observes that gender roles are cultural.

CHAPTER 4

"SHE LOOKED OUT THE WINDOW HER WHOLE LIFE, THE WAY SO MANY WOMEN SIT THEIR SADNESS ON AN ELBOW [...] ESPERANZA. I HAVE INHERITED HER NAME, BUT I DON'T WANT TO INHERIT HER PLACE BY THE WINDOW. (4.4)

Esperanza's great-grandmother is the first female character that we see positioned by the window in this novel.

CHAPTER 20

"EVERYBODY GETTING INTO IT NOW EXCEPT NENNY WHO IS STILL HUMMING NOT A GIRL, NOT A BOY, JUST A LITTLE BABY. SHE'S LIKE THAT. (20.27)

Nenny's nursery rhyme hints at the idea that gender is a social construction it's not something you're born with, it's something you learn to perform.

CHAPTER 20

" [HIPS ARE] GOOD FOR HOLDING A BABY WHEN YOU'RE COOKING, RACHEL SAYS, TURNING THE JUMP ROPE A LITTLE QUICKER. SHE HAS NO IMAGINATION. (20.3)

Esperanza scoffs at Rachel for her observation that hips are good for holding a baby while you're cooking – a task that fits right into the traditional gendered role of women in their society.

CHAPTER 20

"BUT MOST IMPORTANT, HIPS ARE SCIENTIFIC, I SAY REPEATING WHAT ALÍCIA ALREADY TOLD ME. IT'S BONES THAT LET YOU KNOW WHICH SKELETON WAS A MAN'S WHEN IT WAS A MAN AND WHICH A WOMAN'S". 20.7

A scientific observation about hips suggests that gender is something you're born with, it's biological.

Appendix XI (assessment criteria ORDER)

Order ECD/489/2016, 26th May of the Legislation of Aragón, and it includes:

Crit.IN.1.1. Understand the general and specific information and the most relevant details in medium-length oral texts, transmitted by word of mouth or by technical means, in different registers, on concrete or abstract aspects of everyday topics, of interest or less common, applying strategies of adequate comprehension, identifying the main communicative functions and the syntactic-discursive patterns associated with them, recognizing the common lexicon, frequent expressions and idioms and basic pronunciation patterns.

Crit.IN.1.2. Know and use sociocultural (historical or literary) and sociolinguistic aspects related to daily life (study, work and leisure habits and activities), living conditions, interpersonal relationships, behavior (non-verbal language) for oral text comprehension. , use of the voice) and social conventions (courtesy, registration, values), showing an attitude of confidence in the use of the language as a means of communication and understanding.

Crit.IN.2.1. Produce short or medium-length oral messages, in different registers, in which information and opinions are exchanged, actions are justified and hypotheses are formulated, applying planning and execution strategies, expressing the required communicative functions through the use of syntactic-discursive patterns and pronunciation, and lexicon of common use, frequent expressions and idioms, to organize the text with sufficient cohesion and coherence.

Crit.IN.2.2. Incorporate into the production of the monological or dialogical oral text the acquired sociocultural and sociolinguistic knowledge related to interpersonal relationships and social conventions in the personal, public, educational and labor spheres, selecting and providing relevant information, adjusting the expression to the recipient, to the communicative purpose, to the topic and the channel, expressing opinions politely, and showing initiative and confidence in the use of language.

Crit.IN.3.1. Understand the essential information and the most relevant details in medium-length texts, written in different registers, on everyday topics, of interest or less common, applying appropriate comprehension strategies, identifying the main communicative functions and the syntactic-discursive patterns associated with them. them, recognizing the lexicon, expressions and idioms of common use, spelling, punctuation and formatting conventions, as well as symbols and abbreviations.

Crit.IN.3.2. Know and use sociocultural (e.g. historical or literary) and sociolinguistic aspects of text related to daily life (habits and activities of study, work and leisure), living conditions, interpersonal relationships and social conventions for the understanding of the text. attitudes, values), showing a positive attitude and confidence in the use of language as a means of access to information.

Crit.IN.4.1. Produce short or medium-length written texts, coherent and with a clear structure, on everyday topics, of interest or less common, in different registers, applying planning and execution strategies, expressing the required communicative functions through the correct use of syntactic patterns -discursives associated with them, the lexicon, expressions and idioms in common use, and spelling, punctuation and format conventions.

Crit.IN.4.2. Incorporate sociocultural and sociolinguistic knowledge related to interpersonal relationships and social conventions in different areas of life into the elaboration of texts, selecting and providing necessary information, adjusting the expression to the recipient, the communicative purpose, the theme and the textual support, and expressing opinions and points of view with the necessary courtesy, and showing an attitude of effort and confidence in the use of written language.