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INTRODUCING LITERATURE IN THE HIGH-SCHOOL CLASSROOM

An approach to culture, language, and personal growth

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(Especialidad: Lengua y Literatura y Enseñanza del Inglés)

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Summary

The intention of this paper is to show how reading an authentic piece of literature can improve the overall reading comprehension level of the students as well as their competence in the target language while introducing them to cultural aspects and opportunities to reflect on life-related topics. Moreover, along this process, we can find three important objectives: (i) working on culture-related topics, (ii) working on the language, and (iii) working on aspects related to the students' personal growth.

In order to be able to improve the way reading is worked on, we need to know how things have been up until this moment. For that reason, this paper offers comments on the current situation of reading and English in Spain and also suggests a series of proposals for the improvement of the reading skill, since this skill is paramount in the learning of a language, and consequently, in the learning of EFL.

The way to improve the reading skill will be the use of real literature and a pre-/while-/post- reading approach to the activities. Thus, the reader will find a didactic proposal which suggests working on the book *Hidden Roots* by Joseph Bruchac, and presents a series of pre-reading, while-reading, and post-reading activities in which the students will pass through different stages such as (i) getting to know the Native American culture and their development and history, (ii) working with the text and getting to know the book in one of the in-class sessions, and (iii) working in groups in order to design a presentation focused on the three objectives mentioned in the previous paragraph.

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Introducing Literature in the High-School Classroom

Contents

1- Introduction

When talking about learning a language, we should be aware that a language has many aspects and characteristics that should be learnt and practiced. We should know that, in order to learn and teach a language, we need to tackle four main skills: reading and writing (written skills), and speaking and listening (oral skills), and that, to these four skills, English as a foreign language (henceforth EFL) books tend to add grammar points, which usually overgrow in importance the focus on reading, writing, speaking, and listening.

The aim of this paper is, then, twofold: (i) to give more importance to the reading skill using different stages, and (ii) to present students with the opportunity of reading from a different perspective (i.e. introducing real pieces of literature into the in-class sessions). For this purpose, this paper will include comments on the reading sections of their students' book and an on the way the teacher approaches those activities or introduces new reading material – if she does-; moreover, there will also be an important part focused on a proposal which will try to improve and drastically change how the reading skill is tackled.

The reasons why this topic has been chosen are varied. Firstly, the reading skill is usually taught employing unproductive techniques that do not motivate students and, therefore, do not help them improve their reading and language skills in general. Secondly, introducing young adult literature into a class filled with adolescent people can be a motivating experience.

In order to prove the usefulness of literature, I will design two surveys: one which will be given before the sessions planned in this work, and another one that will be handed in to the students after the sessions. These questionnaires will be useful for having a better context and also having to know their opinion on reading and reading in English after this didactic proposal has been put into practice.

2- Theoretical Framework

This part of the paper will focus on all the theoretical aspects that one should take into consideration before analysing and trying to improve any aspect of a lesson. Therefore, we will (i) talk about reading as a resource for EFL and the relation between reading and acquisition, (ii) understand the different types of readings that can be asked from students (i.e. extensive reading and intensive reading), (iii) revise some important information about how English and reading in English are tackled in the Spanish context, (iv), and this section will end with (vi) the opinions of people who are against and in favour of the use of literature in the classroom, in order to add several perspectives on the topic.

2.1 Reading

The first important aspect is to give a definition, which in this case would be: "reading is the process of constructing meaning through the dynamic interaction among: (i) the reader's existing knowledge; (ii) the information suggested by the text being read; and (iii) the context of the reading situation" (Wixson, Peters, Weber, and Roeber, 1987, pp. 749-755). If we stick strictly to what that definition says, reading becomes a much wider term than only reading books, because it also comprises reading subtitles in videogames, comic books, advertisements, road signs, etc.

Knowing what reading is, however, is only the tip of the iceberg. It is also important to be aware that when reading one can do it in several ways: from a bottom-up perspective, or from a top-down perspective. From a bottom-up perspective, reading is considered a perceptual process. It moves from the bottom to the top of the system of language (phonemes → morphemes → words → phrases → discourse sentences). In this way, reading is a decoding process. On the other hand, in a top-down perspective the teacher should teach the background knowledge first, to help students guess meanings from the printed page. This way, reading works by predicting and making hypothesis about what the reading will be about. Reading is seen as a psycholinguistic game in which the readers predict and then check their predictions. (Discourse sentences → phrases → words → morphemes → phonemes). In addition to these two perspectives, there is a third perspective, which is usually considered better: the interactive perspective. This standpoint makes use of different sets of schemata such as language, content, and forms and mixes bottom-up and top-down processes in that the

order of the steps varies all the time. This information is essential in order to understand how reading can be approached and make use of the best tactic depending on the particular needs of the context (Usó-Juan and Martinez Flor, 2006, pp. 261-277; Usó Juan, 2007, pp. 238-273).

2.2 Different types of reading: Extensive vs. intensive

Once we know what reading is, we should also talk about the different approaches we can take when reading or the different approaches we can use to teach how to read. In this paper we will talk about two ways of using reading for our students' advantage and we will see when it is better to use each one.

As explained by MacLeod in her work for the University of Calgary, when we speak about extensive reading we could understand it in several ways: Brown (1989) talks about extensive reading as reading "to achieve a general understanding of a text" while David R. Hill (2008, pp. 186-187) explains that "the key features of extensive reading are quantity, reading for the gist, and fluency. It is the sort of reading that people do in their leisure" Nonetheless, when we talk about extensive reading in the EFL classroom, we usually link it to the use of graded readers, since they are considered easier for the students because they normally introduce a focus on vocabulary, activities, and cultural aspects. Reading these types of text is not bad in itself but it might have a negative impact on the students' self-esteem if they perceive that they are asked to read books of that nature because they are not able to read *real* literature; it might become demotivating. In fact, most teachers decide not to tackle literature because their perception of it is one of canonical authors which might be difficult for the students. However, this does not in any way mean that students cannot read books on their own if they want and can, but, as we will see further in this paper, in nowadays Spain's educational context, that is rarely the case.

On the other hand, MacLeod points out that when Brown (1989) talks about intensive reading, he says that it "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" and Long and Richards (1987) say that it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."

Once this information is clear, it would be interesting to list some, but not all, of their characteristics in table form:

EXTENSIVE READING	INTENSIVE READING
• Students read as much as possible	• Classroom based (short texts)
• The aim is the pleasure of reading	• Focus on structure
• Students select what they read	• Identification of key vocabulary
• Reading speed is usually faster than slower	• Texts are read carefully and thoroughly
• Materials are within the linguistic competence of the students	• The aim is to build language knowledge
Day and Bamford (1980)	MacLeod (n.d.)

As we may infer from the information given above, each type of reading has its pros and cons, its supporters and detractors, and people who will implement one or the other. This also happens with, not only reading, but reading and using real literature to teach, and this is going to be thoroughly treated in the next page in order to start talking about literature.

2.3- Reading in the Spanish context

In order to understand better the use of literature in Spain, we should start by understanding reading in Spain. Probably the first database we should consult when talking about this topic is the Programme for International Student Assessment (henceforth PISA), because this study is widely known by both researchers and the masses. Taking the key of this study as a starting point for this section, we see how Spain is situated statistically significantly below the Organisation for Economic Co-operation and Development (henceforth OECD) average (Ministerio de Educación, Cultura y Deporte, 2013). Moreover, if we take the information of this study and look at it diachronically, we can notice a downgrade in Spain's reading score that goes from 493 in 2000 to 488 in 2012, being the second significantly below the OECD and the European Union average (Organisation for Economic Co-operation and Development, 2010).

On the other hand, a study conducted by the *Federación de Gremios de Editores de España* (2012, pp. 17-31) shows that 92% of Spain's population above 14 years old do read at least once every three months. This study also shows that 63% read books, but the reasons why they do are very varied. In fact, 40% read books in their free time, 18'2% read in their free time and also because of academic/job requirements, and 4% only read due to their jobs. If we put these data together, 59'1% read in their free time, and 22'2 read because their academic or professional lives require it.

Thus, we see how the first study shows that Spain's reading ability is below the average, but the second analysis shows 92% of us do read. This could easily lead to the hypothesis that we read, but we do not grasp the meaning of what we read. Moreover, all the information stated up until this point could lead to the statement that in Spain we do not know how to read –probably because we are not taught how to do it properly.

Once we know how reading could be perceived or described in Spain, we still need to understand how English is defined in the Spanish education paradigm. With this information, we could start understanding how reading in English works in Spain and we could probably be able to see its flaws and ways in which it can be improved.

If we check what the Spanish Government has to say about English in secondary education, we find the following: it is labelled as a foreign language and, as such, the

focus on its teaching falls on (a) language functions, (b) lexis, and (c) phonetics. In addition to these aspects, it also has several objectives among which we can find "To read and understand diverse texts of an adequate level taking into consideration the possibilities and interests of the students with the finality of extracting general and specific information and to use the act of reading as a source of leisure and personal enrichment" (Diari Oficial de la Comunitat Valenciana, 2008 – DECRETO 102/2008, de 11 de Julio, del Consell, pp. 22-28) Together with this objective, the document mentions reading and how it is supposed to be taught several times more.

However complete this may seem, the document fails to notice the reality most of the teachers find in their daily lessons. As explained further in this document (see "the problem") students do not usually read, let alone read in English. To this problem, we need to add the texts they usually practice reading with: texts with little or no real interest for the students, often decontextualized and of zero authenticity.

Reading should be understood as a process by which students learn the language, but also learn to reflect upon real-life issues related to their own lives, and also learn about far-away cultures, different perspectives of understanding things. Reading should make students question the things they already know and learn the things they still do not. And no matter who may disagree, books used in high-schools hardly ever make up for these issues. Since we, as teachers, want our students to get the best education they can, we should probably reconsider the way we tackle reading and maybe redirect our teaching methods into more literature-based ones.

2.4- Opinions on reading: Pros and Cons

Once we have an idea of all the facts stated above, it would be interesting, and probably enlightening, to read the views that people who are against and in favour of the use of literature in the EFL classroom have. Some authors understand that **syntax** is the first problem encountered. Thus, Mckay (1982, pp. 529-536) and Savvidou (2004) explain that literary texts do not represent Standard English and that the difficulty encountered in literature may turn reading into a too challenging experience. The second problem that some authors found is **lexis**. Robson (1989, pp. 25-27) defended the idea that these hardships could jeopardise the acquisition of the target language and that literature should not be used as a resource to teach that language. The third reason postulated by the detractors was **semantics** by defending that some words might have changed its meaning from the time the piece of literature was written to the time it is being read (Khatib, Rezaei and Derakhshan, 2011, p. 204). The last opinion against literature that will be treated in this section is the **selection of materials**. In fact, Khatib, Rezaei and Derakhshan (2011, p. 204) wrote that "literary texts are usually difficult for both the student and teachers to select. In this respect, teachers should be wary about factors such as the learners' language proficiency, age, gender, and background knowledge so that children or young adults are exposed to certain types of literary texts in comparison to the adult learners".

Besides these four main arguments presented in the previous paragraph, we could also name some more such as phonetics and phonology, literary concepts and notions, cultural barriers, or literature and academic English (Khatib, Rezaei and Derakhshan, 2011, pp. 204-205). However, this paper will only explain the previous four and name these others before changing the focus onto arguments in favour of using literature in the EFL classroom because there is not a wide consensus among different authors.

On the other hand, there are also arguments found in favour, which we will try to summarise taking into consideration every interesting aspect. Hence, the majority of the authors (e.g. Collie and Slater, 1987; Maley, 1989a, p. 59; or Van, 2009, pp. 2-9) agree on considering at least two or more of these arguments to be main benefits or literature. The first one would be the **authenticity of the materials**. These authors, together with others such as Ghosn (2002, pp. 172-179) or Shrestha (2008) explain that literature has not been explicitly created as learning material and for that reason it is "inherently authentic".

This authenticity leads to the next pro argument, because when presented with real and easy-to-relate-to material, students feel the **motivation** to read. The difference between textbooks and literature is that in the former "there is little about human relations, sexual relations, sexual orientation, drugs, alcohol, racism, loneliness, fear, bullying, violence, growing up, dying, etc. This is where literature can fill the gap" (Sell, 2005, pp. 86-93) Furthermore, motivation provides students with meaningful context and it is undeniably certain that a student would prefer reading an extract from *Harry Potter* or *The Hunger Games* for example, than a graded text dealing with the 125 years of the Eiffel Tower.

The third aspect that all these authors share is the **cultural enrichment** or **intercultural awareness**. Chastain (1988, p.298) said that "literature is considered as a means to introduce students to certain aspects of the target culture and to increase their understanding of verbal and nonverbal aspects of communication in the country within which that language is spoken"; and that is absolutely true. Furthermore, we should also take into consideration that, currently, the English language has become a *lingua franca* and we can now talk about English as an International Language (henceforth EIL). This fact is extremely important to this point, because, given the status of the language, more and more literary works are being translated into English and that gives us readers the opportunity to read books written by authors from diverse cultures and in unknown languages, thus, allowing the reader to get to know those cultures and avoiding the so feared cultural imperialism.

The fourth aspect these authors share is **language enrichment** or **the linguistic model**, which refers to the reality that an authentic material equals an authentic linguistic model. Thus, when reading, students are faced with words, expressions, and structures that they do not know, and it is here where they make use of their innate ability to make inferences and guesses by means of using context or analogies with what they already know. Therefore, students who are presented with literary texts tend to get better at the target language because the material is authentic, motivating and interesting; and thus, they want to read. Moreover, students who read are exposed to new lexical and syntactic materials, and their linguistic knowledge gets richer. "They improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts" (Noaman, 2013, pp. 123-134).

Besides these four pillars, there are many other arguments in favour of using literature when teaching EFL, such as universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, and ambiguity (Maley, 1989); reading practice, sociolinguistic and pragmatic knowledge (McKay, 2001), emotional intelligence (Ghosn, 2002, pp. 172-179) and critical thinking (Van, 2009, pp. 2-9), memorability (Maley and Moulding, 1985), mental training (Sell, 2005, pp. 86-93), etc. Thus, we have seen that we there actually is a new tool we can use in the classroom: literature; not only canonical –as it is usually (mis)understood-, but other types of literature that can be more attractive to students, such as YA literature.

2.5- Literature as a resource for TEFL: Different models

Once reading and its different approaches have been analysed, the opinions of several authors have been explained, and the Spanish context has been defined, the core of this section will be the importance of literature as a resource for TEFL. If we are to be accurate, reading would encompass all types of texts (comics, newspapers, social network posts, fiction, videogame subtitles, and a long etcetera). However, when we talk about literature, the range shrinks a lot, and still it is extremely vast in numbers. Thus, we could say that literature has some major forms such as novel, poem, drama or short story; and a list of genres (i.e. comedy, erotic, fiction, horror, and more defined genres such as the dystopian novel, for example). In fact, if we were to define literature, we would encounter more problems than solutions. Ryan and Ryan said the following:

> The quest to discover a definition for "literature" is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time. In fact, the only thing that is certain about defining literature is that the definition will change. Concepts of what is literature change over time as well.

However difficult defining literature might be, there should be no doubt of its usefulness in the field of TEFL. If we go back to what people supporting the idea of using literature in the English classroom said, we read that literature presents authentic material and a realistic language model, it is motivating, and it rises culture-awareness. All those reasons should be enough to understand that literature is a good asset when it

comes to TEFL. However, in order to make things clearer, we will see the main differences between reading (typical textbooks) and reading (literature) in the EFL classroom:

(i)   While reading in the classroom usually focuses on decontextualized texts which bear little or zero interest to the student, using literature in the classroom can be used to make the students read more interesting texts (with which they can even be familiar)

(ii)   Texts presented in the textbooks have been explicitly designed for a teaching purpose (they are graded), while real literature has not. Thus, literature presents a more realistic approach to reading.

(iii) Literature often involves cultural aspects that, if used properly, can be an asset to introduce the students to several cultures or historic events (e.g. Victorian literature, Native-American literature, or Chinese-American literature).

(iv)   The authenticity of literary texts allows the students to challenge themselves and learn new structures and new words in a more natural way. Reading the guided texts that are designed specifically for a supposed standardised level will only challenge the students to learn the words the textbook thinks fit.

(v)   The amount of literary texts that students or teachers can choose from vastly outgrows the amount of textbooks.

(vi)   When choosing what they want to read, students will probably feel more motivated to continue and finish the text, chapter, or book than they would feel with a short piece of text they were told to read.

Thus, after these six points, it should be clear that reading and reading literature is not the same and that literature is probably a better choice in order to work the reading skill. Moreover, when talking about literature, we have a wide range of genres and topics to choose from; as for example, young adult literature –which is probably one of the most attractive for students.

If defining literature was difficult, we have an added complication when we try to define young adult literature. Coats (2010, p. 322) explains how some literature (e.g. *The Chocolate War* by Robert Cormier) might have never been intended for a young audience, but it only became popular for that type of readers. Thus, the intention of the author might not be the defining factor for labelling a piece of literature into one genre

or another. She also explains that some authors take sex as a significant characteristic to label young adult while others do not; and also that sometimes young adult literature is defined by the fact that they are more interrogative of social constructions.

If we take into consideration that last idea, titles such as Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian,* Joseph Bruchac's *Hidden Roots,* or Laurie Halse Anderson's *Speak* should be –and are – considered young adult literature because they deal with social topics that can be read by young adult public but should not be read by children. Moreover, Coats (2010, p. 326) explains that young adult literature also used to be defined by the use of sexual and physical abuse, racial oppression, failed romance and some other unpleasant topics. Moreover, she explains how trends change and how in the 21st century vampire and other monsters became a usual resource to hook young readers. Thus, even though young adult literature is not considered to be a graded reader, it is somewhat intended for a certain audience, whether it succeeds or not.

3- Teaching practice

This section will contain all the relevant information for the perfect understanding of the teaching practice conducted in a high school. Thus, aspects such as the context, the justification, background knowledge, methodological attitude, contents, etc. can be expected to be found in the following pages.

3.1- Context

In order to gain a better understanding of the teaching session, it is important to have some insight of the context in which it was given. For that reason, this part of the paper will focus on the setting of both the high school making use of information extracted from the high-school's educative project (PEC), and the students, making use of information provided by the center.

> La Vall d'Uixó socioeconomic situation results from the transformation this area went through in the 1950s and 1960s. During these years, a strong progressive economic and demographic growth took place based on the following points:
> - Industrialisation due to shoemaking.
> - Change from rain-fed agriculture to irrigated agriculture type.
> - Tourist exploitation of "Les Coves de Sant Josep"
> - Solid demographic growth due to a strong immigration.

Nowadays, this city's economy is based on textil production, although many parents work outside. A breakdown into the several economic sectors of the city would be the following:

- Agriculture (2%)   Trade (21%)
- Industry (11%)   Food-industry activity (13%)
- Construction (25%)   Services (28%)"

The document gives special importance to the demographic changes the city has gone through and their outcome. These lines explain perfectly the view that the high-school has of the city:

> Currently, La Vall d'uixó is characterised by an aged population and dynamics that could be defined as regressive. The increase in population experienced by the extranational immigrant collective has been very visible lately.

> According to the official census, the population in 2010 is 33.670. In reference to the population of the different areas of those schools that are assigned to this high-school (CP Rosario Pérez, CP Recaredo Centelles, CP Cervantes y CP Blasco Ibáñez) is approximately a 43% of La Vall d'Uixó's total population; and from these, 3-5% are extranational immigrants.

It is also important to remark that, with its linguistic line choice, the center tries to promote and strengthen both the official tongues spoken in the region. For that reason, the high-school adopts the two linguistic models provided in the current laws; moreover, it also encourages the study of foreign languages both inside the school and in extracurricular activities. It is also important to mention that, even though it does not appear in the PEC, it is necessary to explain that it does not have a brick building as the other high-schools have. In fact, this one is a prefabricated building, which many times gives parents a negative impression.

On the other hand we have the class itself, the students. In the class for which I had to prepare my lesson the level of English was much higher than in other classes. In fact, in this 1st of *bachillerato* group, 85% of the students had passed English in the 2 term, while in the other group only 47% of them could achieve the minimum objectives planned by the Government and the high-school management department. Thus, I knew that I would have little to no problem with their background knowledge, in linguistic issues at least. As we can see in the section "The Problem" the issue was mostly related to their reading skill and, as seen in the assessment of the lesson itself in their own self-confidence when having to prepare a semi-public oral presentation, that is, preparing an oral presentation or a short dialogue having the teacher as the only spectator.

3.2- Justification

When designing a didactic unit or a session, it is very important to bear in mind the fact that it needs to be linked to the general curriculum the government sets – in our case, we need to look at *Diari Oficial de la Comunitat Valenciana, DECRETO 102/2008, 11 de Julio*. In this document, English is labelled as "foreign language I" and it is given the characteristics of common subject, which means that the subject is taught three times a week. Besides giving information about how many times a week the subject should be taught, in this document one can also find the general guidelines for the subject (i.e. contents, evaluation criteria, etc.). Since this document in itself represents the guideline designed by the government, this justification will be based on it.

In the following sections, there will be an explanation on the background knowledge the students are expected to have -or not to have-, the methodological attitude, competences, general contents, and general objectives.

3.2.1- Background knowledge

In order to follow this session properly, they are expected to have at least an intermediate knowledge of the language – which they will probably have given the fact that they are in 1st of *Bachillerato*-, but they are not necessarily expected to have any background knowledge on the cultural aspects that will be treated during the proposal. Thus, we can suppose that they know constructions such as the present simple, present continuous, simple past, past continuous, present perfect, and past perfect; they should also have some knowledge about reported speech in order to understand some of the text that will be dealt with later on. In addition, they should also have an intermediate level of vocabulary in order to be able to follow the session, although they are also expected to learn some new words.

3.2.2- Methodology

A lesson can be tackled from many different perspectives; for that reason, it is important to have some knowledge about the various methods that will be applied, to a greater or lesser extent, in this proposal. Martínez (n.d.) provides a taxonomy in which there is a differentiation among methods for (i) reasoning, (ii) organising the content, (iii) tackling the activities and (iv) systematising the knowledge. Firstly, the **method of reasoning** that we want the students to follow is inductive. Since we are not giving explicit information about grammar or vocabulary, they will have to infer meanings from context and create new rules when necessary. Moreover, given the nature of the lesson, students will be presented with facts and they will have to build their own opinions on them. Secondly, the **method of organising the content** will be based on the psychology of the student. This means that, instead of focusing only on what the book says, it tries to change the topics to some somewhat more in the line of the students' interests or realities; this method is also more interesting in intuition than memorising. Thirdly, the **method in which the activities will be conducted** will change throughout the session. At the beginning, even though the teacher is expected to ask students questions so that they participate, the lesson will be more teacher-centred, but later on, it will become more active in terms of reading and activities. Finally, the **method of knowledge systematization** will be globalised, meaning that the importance does not revolve in the subject itself but in the mixture of aspects (e.g. language, culture, personal growth) that the session offers the students. As a final remark, it would be necessary to make explicit that the teacher has to make sure that the students understand him/her at all times.

3.2.3 Competences

When talking about competences, this proposal will stick to the list designed by the Common European Framework of Reference - which can be consulted in BOE (*Boletín Oficial del Estado*, 2007)-, where one can find eight basic competences. Out of these eight, the students will work on four: the **linguistic competence**, in that they will have to use the language to express themselves and their ideas; the **technology and information treatment competence**, in that they will have to look for information and work with it digitally; the **social competence** together with the **cultural competence**, in that they will understand some changes in history and how they affected a particular culture and the world globally. In order to tackle all these

competences, the contents and objectives have been selected taking these competences in consideration as well as the curriculum established by the high-school and what the Governmetn says in *Diari Oficial de la Comunitat Valenciana, DECRETO* 102/2008, 11 *de Julio* so as to provide the students with optimum chances of learning.

3.2.4- General contents

After talking about the competences, this paper needs to introduce some general guidelines to the contents; this section will be focused on that list of contents that the teacher will implement in the session. These contents have been extracted from the Government decree mentioned earlier and from *Universitat Politécnica de Valencia,* and they have been adapted to the particular needs of this lesson plan:

Conceptual
1. To understand the cultural background of Native American literature.   2. To infer meanings from their background knowledge.   3. To have enough linguistic knowledge so as to be able to read, write, listen, and speak in the target language.   4. To comprehend the general and specific meaning of the topics dealt with during the session and to be able to present them in a coherent way.
Procedural
1. To analyse examples autonomously.   2. To produce diverse, detailed and clear oral messages with different purposes, taking into consideration coherence, cohesion, and register, and bearing in mind the importance of planning and revising the text.   3. To use the target language in order to communicate and participate in the classroom (e.g. group activities, individual activities, etc.)   4. To read different texts related to their personal and academic interests in an autonomous way.
Attitudinal
1. To use the English language as the preferred language for communication.   2. To have the initiative to improve their language skills on their own.   3. To appreciate the target language as a means of getting familiar with other cultures and recognise its importance in communicating internationally in a multicultural environment.   4. To recognise errors as part of the learning process and exploit their knowledge in order to communicate in the target language.

Table1. *General Contents* – Some of the contents have been extracted from http://www.upv.es/contenidos/ORI/info/U0499549.pdf [06/04/2014]

3.2.5- General Objectives

Once this point has been reached, it is necessary to give some guidelines to the general objectives that a teacher should focus on during this didactic unit. The following list enumerates the different objectives:

1. To produce texts with several aims, planning them and organising them in a coherent manner and adjusting them to the context of the lesson.
2. To reflect upon language in order to create precise and complex messages in the target language, adjusting them to the different situations that might arise in the session.
3. To be able to understand the various oral and written texts presented inside the classroom, to be able to criticise them or answer in a coherent manner.
4. To be able to reproduce, using reported speech, the oral production of a third person of group of people.
5. To be able to understand intermediate-level texts which ease the comprehension of the topics treated in the session.

3.3- The problem

The first problem that one has to bear in mind when facing reading is that students, often, do not read. Ivy and Broaddus (2011, pp. 350-377) conducted an interesting research on interest toward reading in which 1765 students were questioned; and Hughes-Hassell and Rodge (2007, pp. 22-31) also designed a survey which was completed by 584 students. These researchers found out that (i) students feel more attracted to the books they choose than to mandatory books, and (ii) their reading attitudes depend in great measure of the context, purposes, and beliefs (Crumpler and Wedwick, 2011, p. 64).

In order to be able to know the students that would be presented with my didactic proposal, I also conducted a small survey to get acquainted with their habits (See appendix A). These questions focused on general aspects of their lives, general attitude towards English, and general attitude towards reading: The results are graphically presented in the following page.
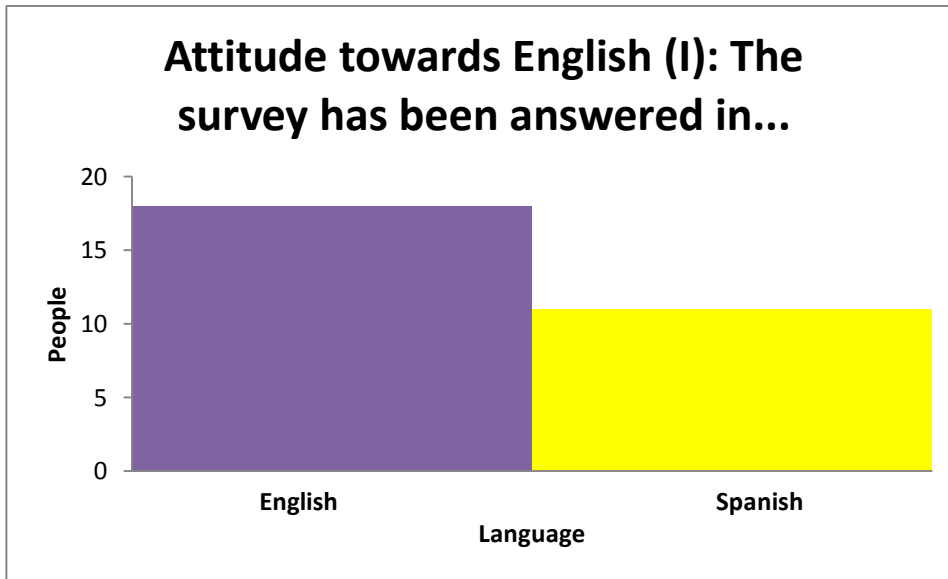
Attitude towards English (I): The survey has been answered in...

Chart 1. *Attitude towards English I.* This chart shows the Language in which students have answered the survey.
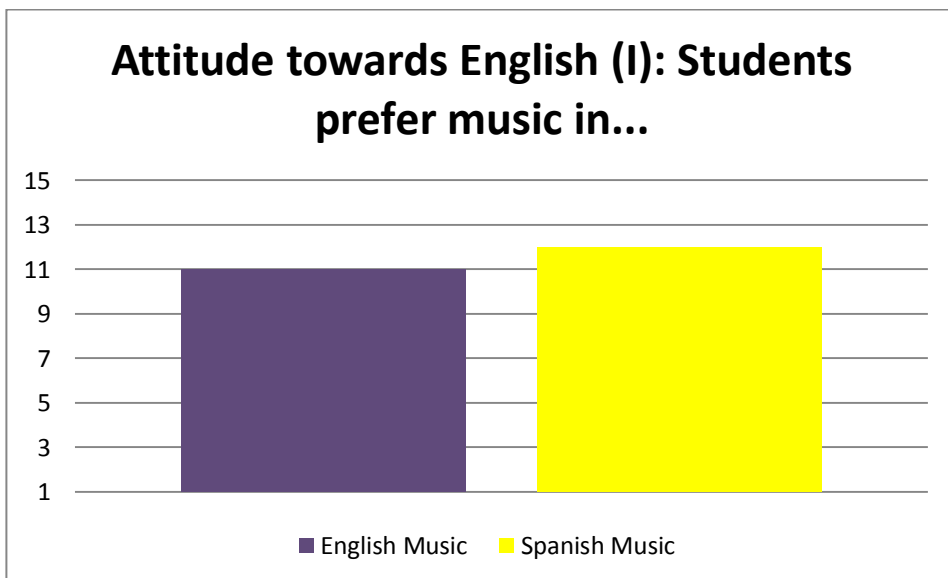
Attitude towards English (I): Students prefer music in...

Chart 2. *Attitude towards English II.* This chart shows the preference of students in the language of the music they listen to.

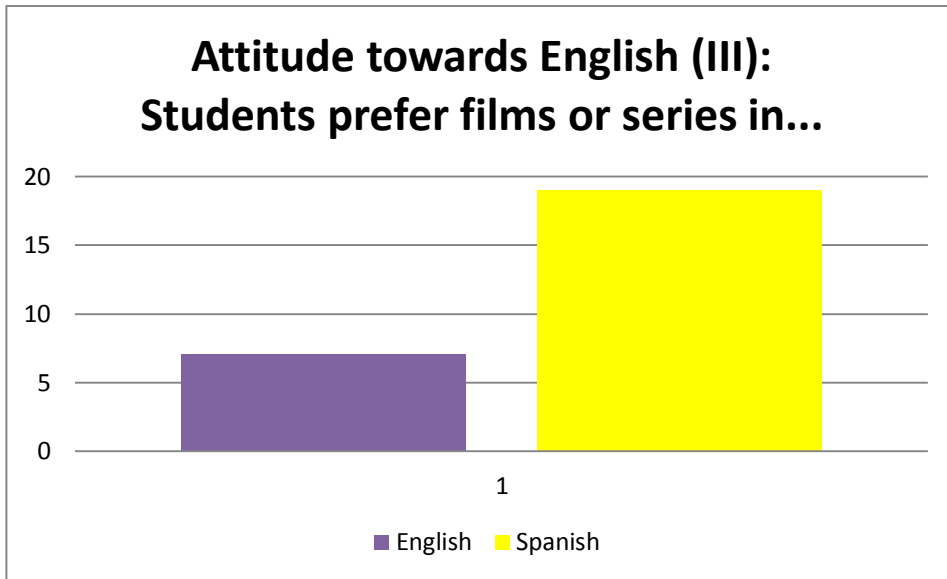**Attitude towards English (III):**
Students prefer films or series in...

Chart 3. *Attitude towards English III.* This chart shows the preferred language in which the students watch films or TV series.
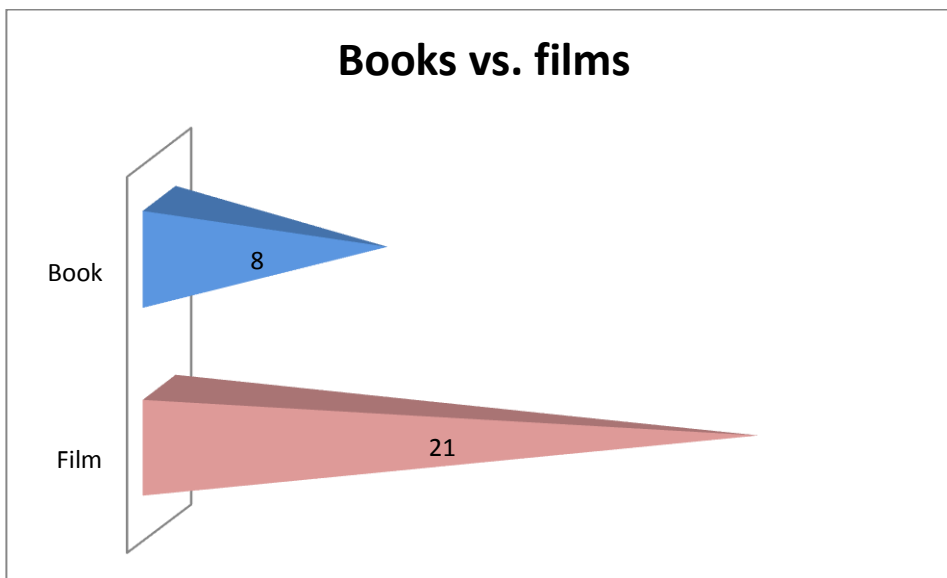
Books vs. films

Chart 4 *Books vs. films.* This chart shows the attitude the students show towards books when faced with the possibility to choose between a book or a film.
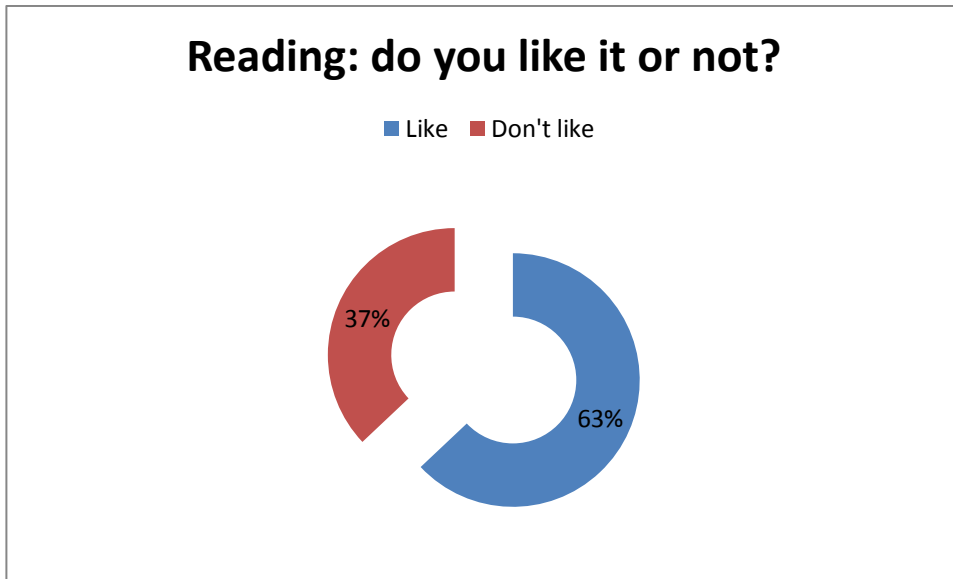
Reading: do you like it or not?

■ Like ■ Don't like

37%

63%

Chart 5. *Reading: do you like it or not?* This chart shows the attitude towards reading.

Do you read?

1

■ Read ■ Don't read
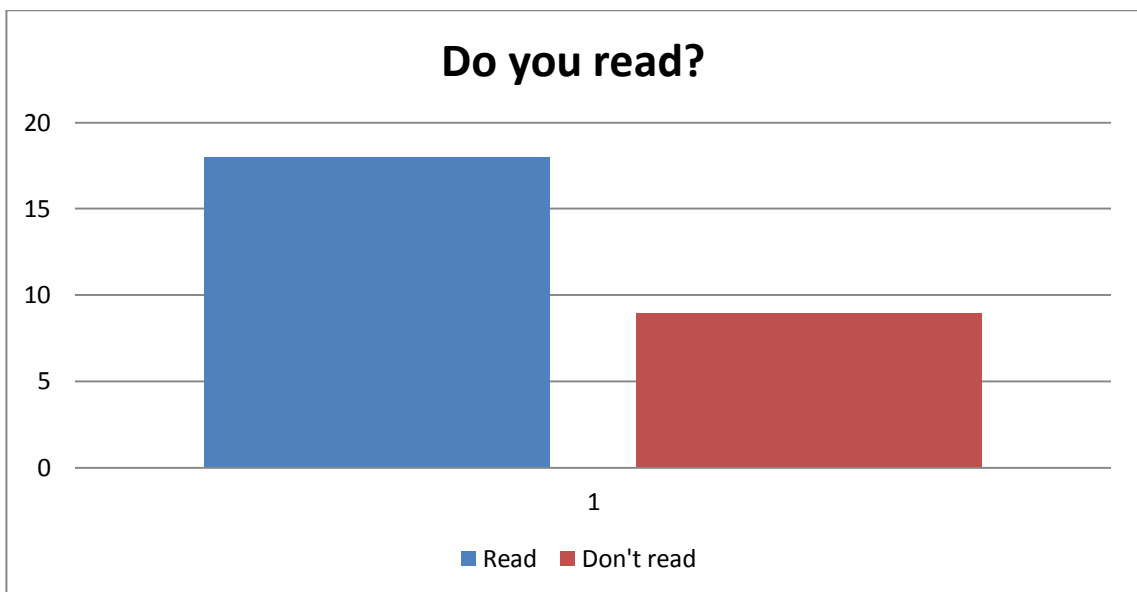
Chart 6 *Do you read?*. This chart shows how many students in the classroom said they read.
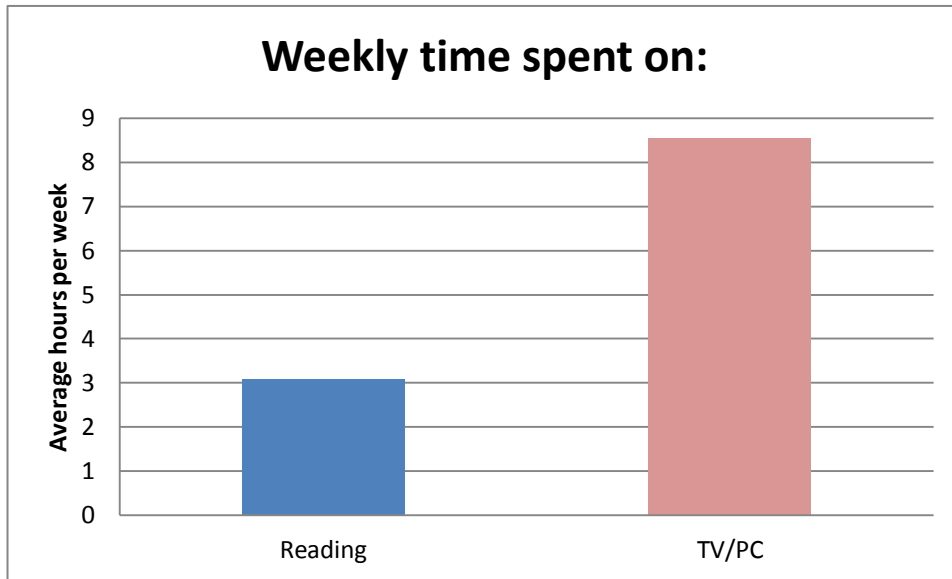
Weekly time spent on:

Chart 7 *Weekly time spent on*. This chart shows how much time a week students spend on reading or being on the TV or computer.

Owned books vs. read books
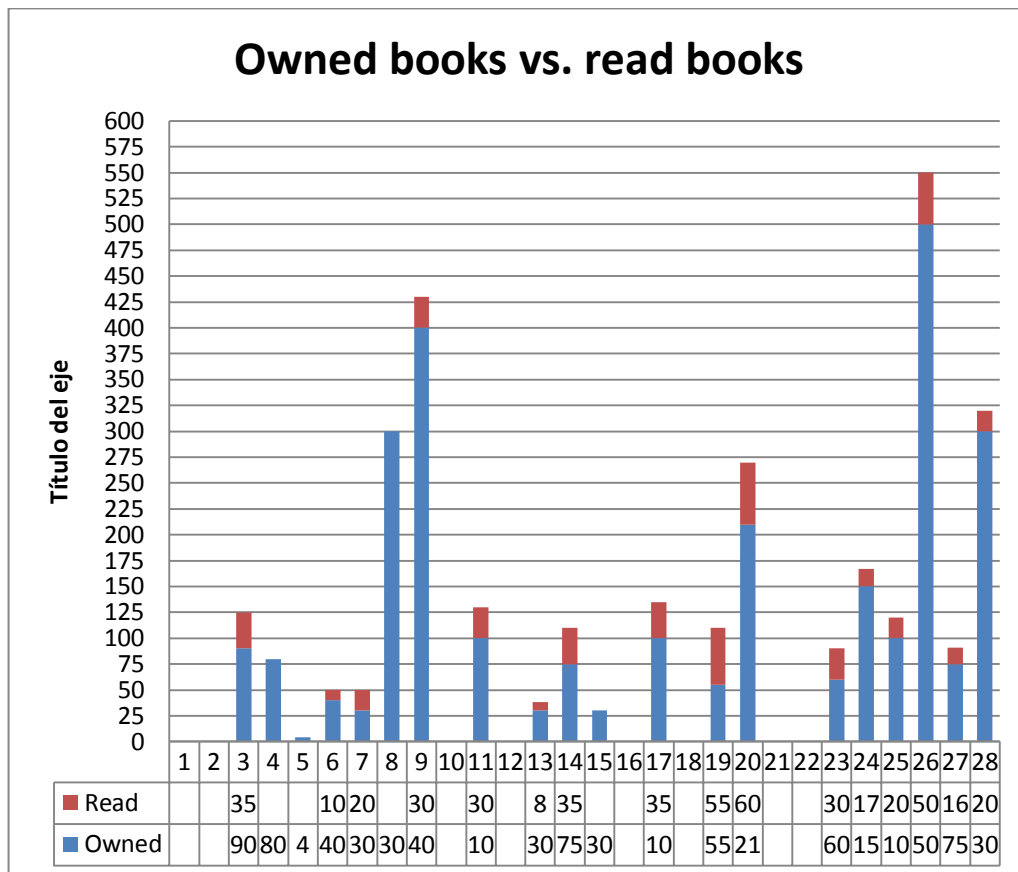
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
■ Read			35			10	20		30		30		8	35			35		55	60			30	17	20	50	16	20
■ Owned			90	80	4	40	30	30	40		10		30	75	30		10		55	21			60	15	10	50	75	30

Chart 8. *Owned books vs. read books*. This chart shows the difference between the books the students have at home and the books they have read.

Judging from charts 1, 2, and 3, students seem comfortable using English when the task does not require much effort on their behalf(i.e. answering an easy chart or listening to music). However, when the task would require a better understanding of the language or a bigger effort, they stop choosing English as a preferred language. This indicates a predisposition of using the language only when they are 100% sure that they are able to do so, or when they think that they do not really need to pay attention to the language.

The rest of the charts, which focus on reading attitude or habits, show interesting results but a sad aftermath. The data suggests that 63% of students like reading and that they actually read. However, when asked about the time they spend reading or watching TV or being on the computer we realise how the amount of hours they use to read is belittled by the time they spend on the computer or TV. Moreover, if we focus on chart number 8 we can clearly see how most of the students, out of all of those who have actually answered that particular question, have many more books at home than they have read.

Thus, even though the students seem to use English for easy tasks and spend some time reading, the vast majority are not usual readers, and much less readers in English, for that reason, this proposal will be an interesting challenge, and by the end of it, students will have read short extracts of real American literature, and they will have been introduced to Native-American culture.

3.4- Teaching Sessions

Once we understand the context of the classroom, including their level and their opinion on English and reading, this section will describe the criteria used to select the material, give a description of the lessons and the observation/assessment process. Finally, this part of the paper will also contain a description of the outcome of the lesson.

3.4.1- Criteria used to select materials

In order to select the materials for this lesson, several aspects regarding language level, cultural awareness, and personal growth potential were taken into consideration. Thus, starting with language, the book chosen for this unit should be one of intermediate level so that the students could read the extracts –or the whole book (Joseph Bruchac's *Hidden Roots*) if they decided to do so in the future- with a moderate level of difficulty but never becoming an impossible lecture. For that reason, I selected a book that is labelled as young adult literature which was also quick-paced in the story-telling; it should fit my needs and my students' needs in this aspect.

Regarding cultural awareness, I decided to talk about Native American culture because that topic is hardly ever tackled in the high-school EFL classroom, and sometimes it is even ignored or even banned in some American schools. This way they could get acquainted with new cultures and ways of understanding the world and also get familiar with how different cultures treat each other. However, there are many books that would fit this description, but not all of them treat topics as hard as this one.

One of these topics is eugenics, which together with alcoholism, domestic violence and racism made for a great range of opportunities to reflect upon the story, Native American history and themselves.

3.4.2- Description of the sessions

Before the sessions themselves, students were given a mock test so that they could understand the importance of reading carefully; also, it served to create a distended environment for next day's class. This test can be found in appendix B.

	SESSION
Timing	**PRE-READING** This part of the session will last 20 minutes and it will be divided into two differentiated parts that will serve as a warm up for the activities to follow. Since it will be divided, below we can find the timing for each part: 1. 10-15 minutes 2. 5-10 minutes *The time ranges are there because, due to the nature of the lesson, it can develop at different paces.*
Objectives	The objectives of this part are: 1. To make the students reflect briefly about culture aspects regarding the Native American culture. 2. To build basic schemata with the ideas and vocabulary they hear during this part. 3. To make the students familiar with a real piece of literature by giving them information.
Development — **First part**	In this part, the teacher will tackle Native American culture by talking and by eliciting easy information from the students. 1. The teacher will talk about popular beliefs and stereotypes relating to Native Americans and will ask the students their opinions about some pictures. 2. The teacher will give brief information about the book from which the extracts they are about to read have been extracted.
Development — **Second part**	The next part of the pre-reading section will be the pre-reading activities: 1. Students are asked to complete two pre-reading activities; the first one relating to what we have been saying up until this moment, and the second one focusing on what they expect of the session. These two activities plus all the cultural background should be enough for the students to have warmed up.
Materials	1. The students will only need a piece of paper where they can write and some pen/pencils they can use. 2. The teacher will need a computer, a projector and some audio support (a part of the cultural reference uses audio-visual aids.

	SESSION
	WHILE-READING
Timing	This part will take 20-25 minutes. No more time can be used here because the last minutes need to be used in the post-reading section.
Objectives	The objectives of this part are: 1. To be able to understand the various oral and written texts presented in the classroom and reflect upon them, criticise them or comment on them. 2. If asked what the text says, to be able to reproduce it using the reported speech.
Development	This part of the session focuses on reading pieces of text and completing a series of easy while-reading activities. For that reason, it is important that the students participate as much as possible. After explaining the activity, the session will continue as follows: 1. The students are presented with some statements that explain what they are expected to do while they read the texts. 2. They read one extract and do the activities at the same time. Then, they move on to the next extract, and to the next one. 3. Ask the students how many words they did not know. 4. Write those words on the blackboard and explain them to the students or translate them. 5. Ask their impressions on what they have read (notes). 6. Ask the students whether they noticed any mistakes in the text.
Materials	The materials that will be needed in this part are the following: 1. The students will need a paper with the readings, some paper where they can write, and a pen or pencil. 2. The teacher will still need the computer and the projector in order to use the power point presentation (See appendix C). Moreover, a blackboard and chalk will also be needed.

	SESSION
	POST-READING

Timing	In order to complete this part, the students will have as much time as they need (Up to two weeks). This big lapse of time is justified by Easter holidays.
Objectives	The objectives of this part are: 1. To be able to look for information on the Internet, select parts of the information and prepare a presentation. 2. To be able to work in groups of randomly selected people. 3. To reflect upon language in order to create precise and complex messages in the target language, adjusting them to the different situations that might arise in the session.
Development	This part of the session focuses on autonomous and group work and it will develop as follows:

Development	**Day 1**	1. Students are asked to grab a paper from the teacher's table before leaving the classroom. 2. In each paper the students can find a topic –which they will have to develop on the following session-, and a number-which will determine which group they are in and, therefore, the members they will have to work with. The paper will also contain a list of advice with the aim of helping them build a great presentation. The paper will also contain the teacher's mail address in case they have any kind of doubt about anything presentation related. 3. Students are given two weeks so that they can work on their own.
	Day 2	1. Students are supposed to have finished the presentations during Easter holidays, so they will give a 6-10' long presentation in which all the members of the group will have to participate. 2. Students take notes of their classmates' presentations.

Materials	The materials that will be needed in this part are the following: 1. The students will need a personal computer and access to the Internet. (This should not become a problem in any way because, as they are working with 5 or 6 people more, at least one of them will have access to those requirements). Then, depending on the nature of their presentation they might need several tools such as a projector, a poster, or the blackboard. 2. The teacher will still need the computer and the projector so that the students can give their presentations in optimum conditions. Moreover, a blackboard and chalk will also be needed in case any student decides to use them in their presentations.

3.4.3- The hand-out

Extract one happens in a library, the conversation revolves around Nazi Germany. Extract two revolves around the topic of racism regarding Indians in America and how they were treated. Finally, extract three focuses on the idea of identity.

Pre-reading activities:

- Tell the rest of the class something you know after the cultural background and information about the book. Then pass the ball to another student; he/she has to do the same.
- Sit in groups of four and comment your ideas on what the fragments are going to be about.

While-reading activities

- Circle the words you think are most important in each sentence.
- Underline the words you do not know.
- Ask those words to your classmates or teacher.
- Answer the following questions:
  - What happened in Germany?
  - Why did certain people think of Indian people as inferior?
  - Are there any mistakes in the texts? If there are, write them down.

EXTRACT 1

"Why were people like that in Germany?" I said. "Treating the Jewish people that way?" Uncle Louis spread apart his dark leathery hands and looked down at them. "Sonny," he said, "when folks convince themselves that one particular group of people is no good, most anything can happen. And not just in Germany."

Notes:

EXTRACT 2

"People would treat like you was less than you really was just because you was Indian. people who might even feel they had a right to do things to you, like they done to us in Vermont. That was why we left, you understand?"

Notes:

EXTRACT 3

"Hiding your roots might make it better for you.

"If not being Indian might mean that people would treat you better, if it meant you'd have more of a chance in life, well, then that was how it would be" […] "But it don't work that way. No matter how hard you run, you don't never get away from your shadow. And roots is what helps a tree to stand up against the wind."

Notes:

Post reading activities

1. You are going to make groups of 6-7 people and create a presentation of at least 6 minutes about one of the topics in point 3. **All members of the group must participate in the presentation (speak)!!**

2. At the corner of this presentation you have a number. Search for the people who have the same number; they are your group.

3. Here is a list of the topics that will be treated in your presentations. Each presentation corresponds to a group of people (number)
   a. Alcohol abuse in Native American daily life. Do these problems still exist today? (**GROUP** 1)
   b. The Trail of Tears. Do you know anyone who has had to leave their home? (**GROUP** 2)
   c. Native American Reservations. How would your life be inside one of them? (**GROUP** 3)
   d. Vermont Eugenics Project. Reflection about the topic. (**GROUP** 4)
   e. Native Americans Today. How have their lives changed through history? Can you relate it to your life or the lives of people you know? (**GROUP** 5)

4. Here is a list of tips:
   a. Start your presentation introducing the group.
   b. Explain the order your presentation is going to follow and use connectors:
      i. First we will introduce the topic...
      ii. After that...
      iii. Once that has been seen/said/dealt with/explained/...
   c. Always use WE; you are a group, not individuals.
   d. If you think you won't reach 6 minutes, look for some historical background and add it to your presentation → Before talking about your real topic.
   e. Prepare the presentation as soon as possible and practice. Remember: practice makes perfect.
   f. If you prepare a Power point presentation, **DO NOT** fill it with lots of text.
   g. If you are going to use some written guidelines, **DO NOT** read everything.
   h. Look at your audience.
   i. Images work well.
   j. Practice
   k. Practice
   l. Oh, by the way... practice!
5. One member of the group MUST e-mail me with the number of the group and all its members. Also, if you have any question, feel free to e-mail me at **al131780@uji.es** and I will try to answer as soon as possible.

3.4.7- Observation and assessment

The major assessment point in this unit was the post-reading task. Together with the teacher, we agreed that its value would be 1 point out of ten; that is, this task would be their 3rd term speaking exam. However, before the post-reading task they also had to do some work in the classroom and for that reason, in order to assess my students, several aspects were taken into consideration. First of all, they were observed during the in-class session in order to check who read the texts when they had to be read, spoke when they were asked to do so, and participated when volunteers were asked. This information would later be used when assessing them in the post-reading.

The post-reading task consisted in the preparation and presentation of a topic related with the Native American culture. For that reason, in order to ease the assessment task, two rubrics were designed, the first one to assess each student individually, and a second one to assess the group as a whole. The first one took into consideration aspects such as language skills, pronunciation, presentation skills, and content; while the second one focused more on the group and how the members worked together with them and with the audience. These rubrics can be seen in the next two pages.

The final mark would, then, have to include information extracted from the two rubrics and why decided to do it as follows: (i) all students would be evaluated individually making use of the first rubric (individual rubric); (ii) each group would be evaluated using the second rubric (group rubric); (iii) if a student scored "x,5" and their group did a good performance(>22/26), that student's mark would round up to a whole number (e.g. 4,5→5; 9,5→10). After my observation and the teacher's observation, we came to an agreement with the marks.

	Language skills	Presentation skills	Content	Pronunciation
10	• **Rare repetition or hesitation.** • **Text is coherently connected.** • **Wide range of structures and almost perfect pronunciation.**	• **Visual aids make the presentation appealing.** • **Eye contact with all the audience 100% of the time.**	• **The content fits the topic perfectly.**	• **.Makes hardly any mistakes.**
8-9	• Occasional self-correction. • Wide vocabulary, sometimes related to the topic	• Visual aids help the speaker. • Eye contact with the audience 80% of the time.	• The content deviates slightly from the topic they were given.	• Makes some minor mistakes that do not affect the message
6-7	• Uses some connectors and paraphrasing effectively. Has no problem with vocab.	• Visual aids are based on text. • Eye contact with the audience 60% of the time.	• The presentation does not cover everything it was expected to.	• Makes some understandable mistakes but the message still gets through.
5	• Uses short stops before words and slow speech. Attempts to paraphrase and is able to use familiar vocabulary.	• Poor visual aids • Eye contact 50% of the time	• The content is poor but tries to stick to the topic.	• Mistakes start to affect the message.
2-4	• Uses long stops before words.	• Useless visual aids • Focuses eye contact on the teacher.	• The content deviates greatly from what the teacher asked. It is very poor.	• Too many mistakes; the meaning is lost.
1	No communication possible or student does not attend.			

Group Oral Presentation Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

3.4.8- Outcome and thoughts about the session

After preparing the lesson and correcting the students' speaking (post task), it is necessary to reflect upon the impressions from a teacher's perspective and from a student's point of view.

As a teacher, I think the session went very well but there were a few complications. In the first place, as we have seen in section 3.3, "even though the students seem to use English for easy tasks and spend some time reading, the vast majority are not usual readers, and much less readers in English". This presents an interesting challenge when you need to hook the students to a topic they are not familiar with and to a vocabulary they might have not heard of before. Another complication that had to be overcome was the reluctance the students showed towards making an oral presentation in front of the entire class, since they had never done any public presentation. In fact, some of them decided not to do the presentation –exceptional cases- but, knowing that it was compulsory in the sense that it represented 1/10 in their final mark, most decided to do it. In terms of my performance, I felt pretty comfortable while giving the lesson and even though there were quite a few technical problems, it went well. However, it seems I planned too many things and I could not cover all I would have liked to cover.

From the students' opinions I have extracted some interesting data. In the first place, after making the presentation, students were asked a few informal questions about their opinion on themselves. Most of them were insecure with their performance and almost all of them thought they failed the presentation, when all those who participated in the task passed. They expressed their nervousness when making the presentation, but they realised that they are also nervous when they present in their mother tongue and that it is not a matter of the language –if you come prepared to the lesson- but a matter of practice; two students, however, felt better presenting in English than in Spanish/Valencian. For a better understanding of how the students felt about my lesson and their task, the reader can analyse the tables in the following pages. The survey they had to fill this time was a digital one, conducted after they had finished their academic year; only 9 students completed it. It can be accessed by using the following address:

https://docs.google.com/a/uji.es/forms/d/1ESJMGNgfDBlHjz1eU-MfTJelaVzXL0caLn_upX9U8b8/viewform
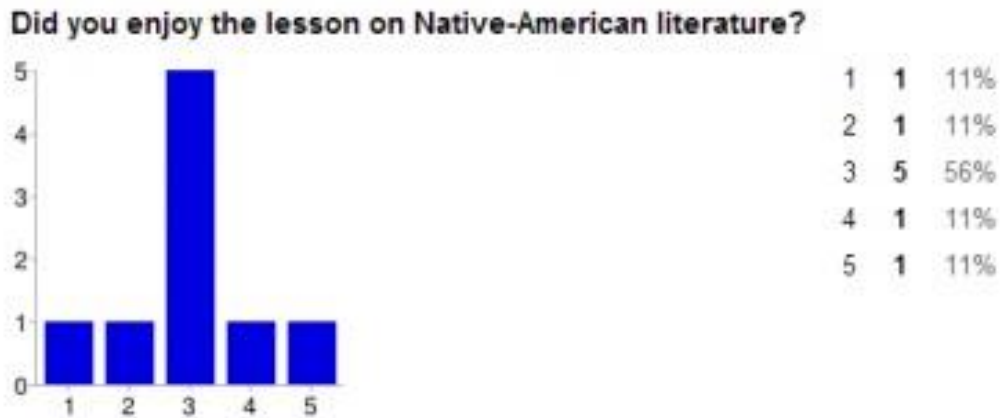
These are the results:

Chart 7 – Results to the question *"did you enjoy the lesson on Native American literature?"*
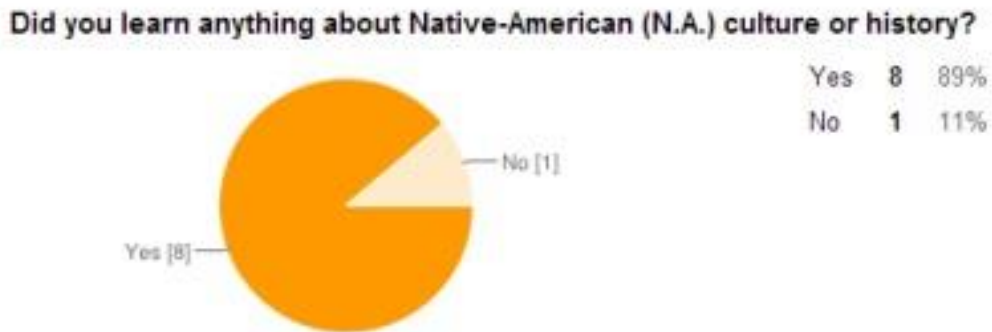

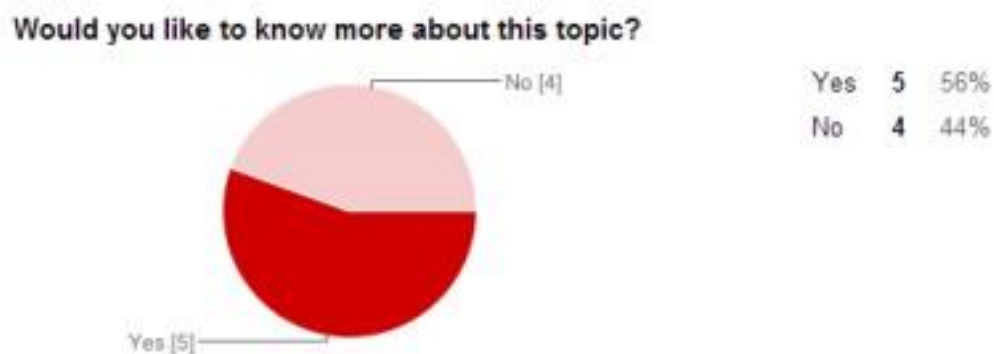Chart 8 - Results to the question "did you learn anything about Native American culture or history?"

Chart 9 - Results to the question "would you like to know more about this topic?"

Would you like to read the book we talked about?

Yes
No
I would read it in S
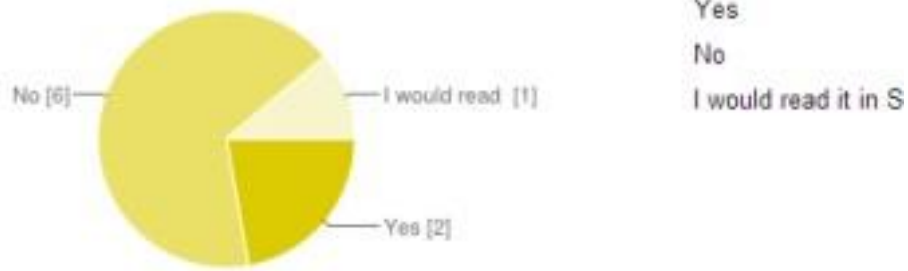
Chart 10 – Results to the question "would you like to read the book we talked about?"

Would have you preferred working on reading as you usually do, or do you think it was better working with a real piece of literature and a new perspective?

| Reading as we usually do | 2 | 22% |
| New perspective | 7 | 78% |

Chart 11 – Results to the question referring to their preferences in the teaching methodology

Do you think reading would improve your English level?

| Yes | 8 | 100% |
| No | 0 | 0% |

Chart 12 – Results to the question "do you think reading would improve your English level?

After the session, would you try to read a book in English?
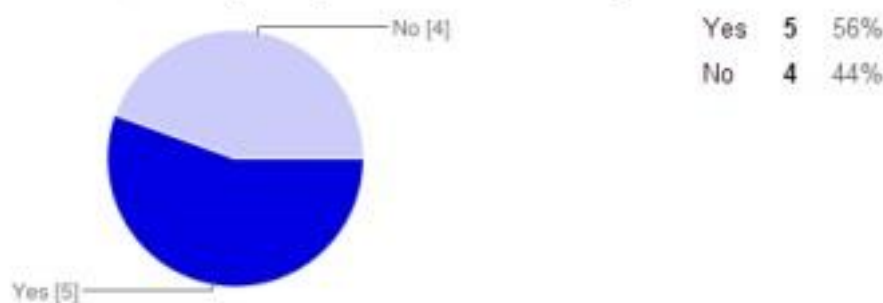

| Yes | 5 | 56% |
| No | 4 | 44% |

Chart 13 – Results on the students' opinion towards reading in English after the session

Do you think that making the presentation was useful for your English or yourself as a student?

1	0	0%
2	1	11%
3	2	22%
4	2	22%
5	4	44%

Chart 14 – Results on their opinion on the usefulness of the presentation

As we may deduce from the charts above, opinions are varied. Chart 7 shows how only two students did not enjoy the session, but the rest did enjoy it; moreover, as seen in chart 8, 89% of the students feel that they learnt something culture-related during the class. In chart 9 we see that 56% would like to know more about the topic; so, out of the people who actually answered this final survey, more than half of them really enjoyed the topic. It is also important to remark that, as seen in chart 10, 22% of the students would like to read the book in English, and that 11% would read it in Spanish –showing that the topic actually raised some interest in the students; even more enlightening is the fact that 56% would read some book in English (Chart 13). Furthermore, chart 11 shows that 78% of the students liked the new approach better than the way they usually tackle reading and after reflecting upon the issue, all of them think that reading would improve their level of English (chart 12). Finally, chart 14 shows that 88% of the student have a positive attitude towards having made the presentation, for they think it was useful for them as students; again, this reinforces the new approach.

3.5- Suggestions for improvement

Bearing in mind all the information stated above, this section will focus on reflecting upon some possible suggestions for improvement.

(i) **Technical problems**: Before the classroom, my computer was tested and it seemed to work. However, during the lesson, it started presenting some problems and making the teaching practice a little bit more difficult than it could have been. As a suggestion for improvement, all technological material should be tested several times and in several contexts in order to check whether it will fail in some task or not. Moreover, it is important to be able to give the lesson without those materials, just in case they were to actually fail.

(ii) **Timing of the lesson**: In my willingness to present the students with a good hook and as much information as possible, it seems I could have be a bit more realistic with the time the students would take to finish the activities. It is true that, at the last moment I added a pre-reading activity in which the students had to interact among them a lot, and this took away important minutes that were needed further into the session. However, as there were quite a few ideas for pre-reading activities, we skipped some of those and the actual body of the lesson did not lose its meaning. It is true, though, that as a teacher, one has to be as realistic as possible with the possibilities of the classroom and decide the materials taking that reality into consideration.

As a final remark in this section, it would be wise to mention that, even though there were these little problems that could have been avoided if thought of beforehand, the lesson went really well and both the students and I seemed to feel really good in our respective positions.

4- Conclusions

Throughout this paper we have read about other authors' research on reading, we have talked about reading and its different approaches, we have read opinions on the use of reading in the classroom and how reading is seen in Spain and, finally, we have seen a fully developed didactic proposal for introducing literature in the EFL classroom.

With all the aspects described above, we have come to the conclusion that literature can be a worthy asset in an EFL classroom. As we have seen, an adequately developed unit in which students feel real interest in a genuine piece of literature can work better than some texts that lack the hook the students need to really interact with a text. For that reason, choosing an appealing text is key when tackling EFL from a literature-related perspective- even more when the aim is to approach the lesson from three perspectives: cultural, linguistic, and personal growth.

Moreover, the results obtained by the students show an outstanding level of implication when doing the final task they were asked to do. That, together with their personal opinions, demonstrate how the texts were thought-provoking and inspiring enough for them to really prepare a good first presentation in English about Native-American culture and its relation to nowadays issues connected to their lives. However nervous they could be about having to prepare a group speech, they did very well.

After the implementation of the proposal, the conclusions are that (i) the introduction of the piece of real literature has improved the students' overall opinion on reading in English and (ii) that they have got familiar with and interested in cultural topics that can be easily linked to their lives or the lives of those close to them, and finally, (iii) they have grown acquainted with new vocabulary and ways of expressing new ideas in the target language.

The bottom line of this project, then, is that literature should be introduced as a common and accepted tool in the EFL classroom. Changing unattractive reading texts by appealing literature extracts –if well-chosen- can lead to the students' improvement and possible change in their perception of reading. Given the importance that literature has, its introduction in the EFL classroom can also lead to understand the world from different perspectives, to learn new linguistic material, and eventually to reflect upon their own lives.

5- Bibliography

This section will contain all the references to other authors that have appeared in this paper. In order to create a standardised section, these references will be written according to the 6th edition of the APA citation style. As a clarifying comment, there are three reasons why a reference might not have page numbers: (i) the reference has been extracted from another work and it was not appropriately referenced there, (ii) it refers to the whole worked cited or (iii) they are webpages.

Brown, D. (1988). *A world of books* (1st ed.). Washington, D.C.: Teachers of English to Speakers of Other Languages.

Chastain, K. (1988). *Developing Second-Language Skills: Theory and Practice* (3rd ed., p. 298). Harcourt Brace Jovanovich Publishers.

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6- Appendices

6.1- Appendix A

This appendix contains the questionnaire the students were given:

Disclaimer: This survey will not be seen by anyone but the teacher. These answers will be analysed and used anonymously as part of a research. By answering the student gives his or her permissions for the data to be used.

Answer these questions in English OR Spanish.

- **What would you like to do when you finish high-school?**

- **What do you like doing? (In general. Hobbies and things like that). Write as many as you can think of.**

- **What kind of music do you listen to?**

- **Do you prefer music in English or Spanish?**

- **Do you usually watch TV series or films in English? (Outside of the classroom) Which ones?**

- **Film or book?**

- **Write down your 3 favourite films.**
1-
2-
3-

- **Have you ever read a book that was later on made into a film or vice versa? Which one?**

- **Do you like reading? Why?**

- **Do you read? Why?**

- **If you do, what kind of books do you prefer reading? Name as many books as you can remember you have read.**

- **Name as many books as you can remember. It does not matter if you have read them or not; if you know the tittle, write it here.**

- **How much time a week do you spend reading? And using a computer/TV?**

- **How many books do you have at home? How many have you read?**

- **Have you EVER been in a library? Have you ever borrowed a book? Which one/s and why?**

6.2- Appendix B

This survey was mostly used as a first contact with the students and (i) to explain the importance of reading carefully to them, and (ii) to set a good environment for the real session. Moreover, it also served as a quick review of passive forms –which they had been studying in the previous unit.

1- Read every question before doing anything.

2- Write your name on the upper right corner.

3- Write any passive sentence on the other side of this paper.

4- If nobody has done it yet, shout *"FOUR"*

5- Draw 5 little squares in the upper left corner.

6- When changing an active sentence to a passive one, the object becomes the_____.

7- Sign this document.

8- After the "Name and surname" section write "HELLO!"

9- Complete: *The dishes _____by my little brother*

(not/to wash – Present perfect)

10- Say your name out loud, but don't shout it.

11- Draw a happy face on this side of the paper.

12- Change from active to passive: *"I will do everything tomorrow"* (SHE)

13- If you think you have changed the previous sentence okay, shout: "*YES!!!*"

14- Clap your hands.

15- Now that you have finished reading all the questions, answer only multiples of three.

6.3- Appendix C

In this section, the reader can expect to see the slides of the power point presentation that were used in the classroom.
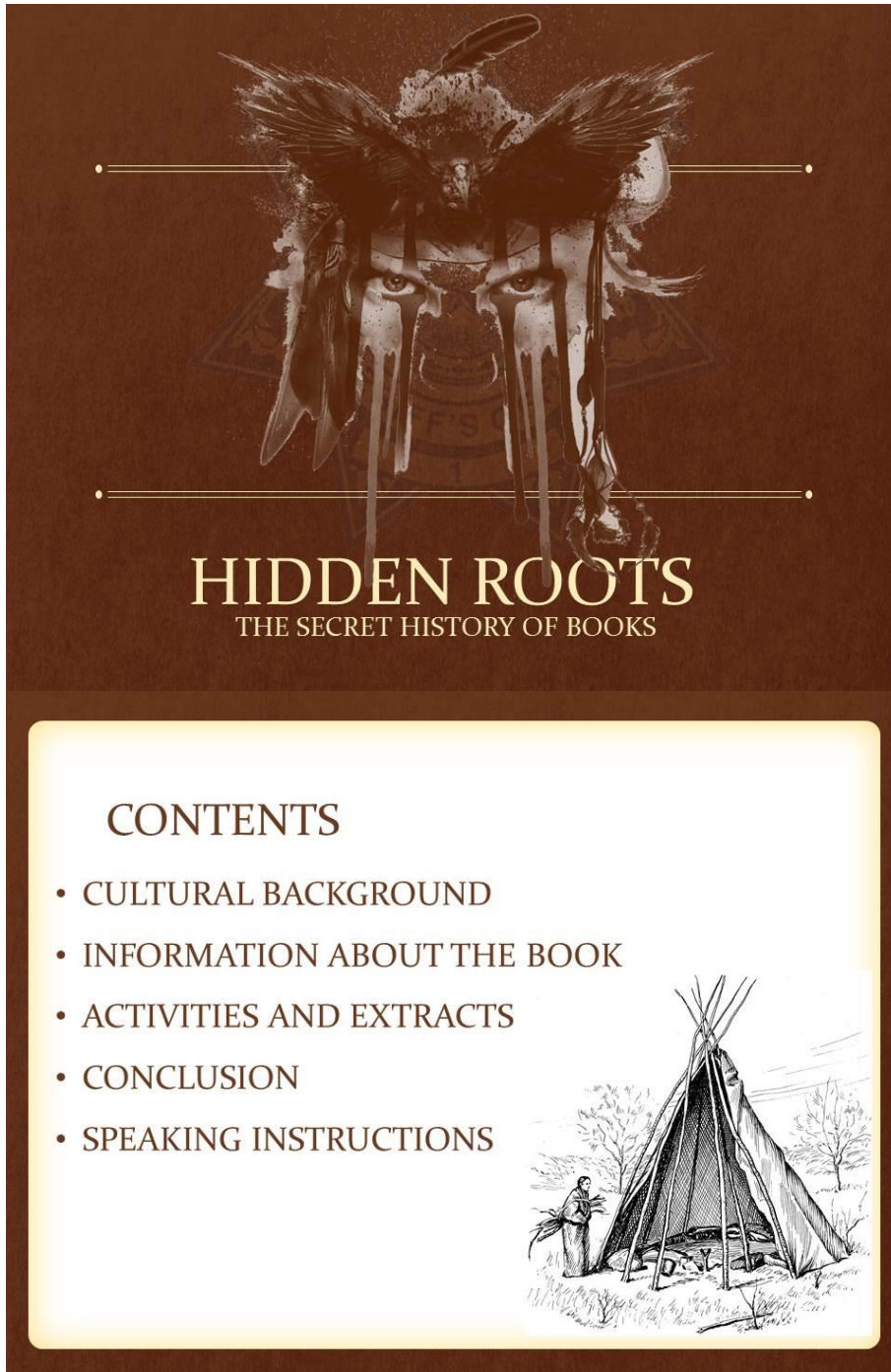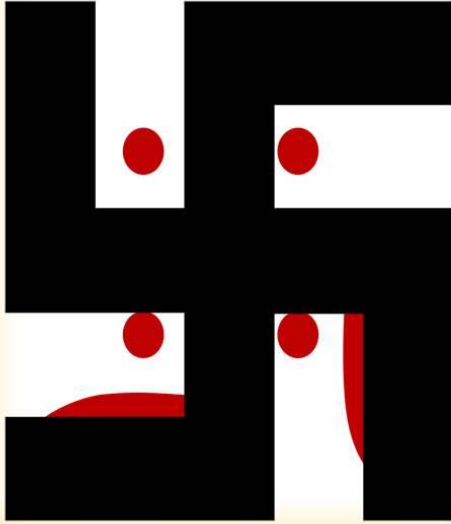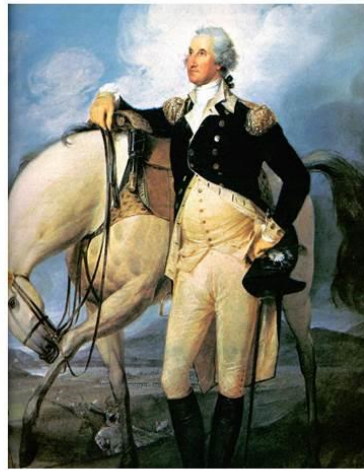
Original Founding Fathers of America
(Native American Indians)

vs.

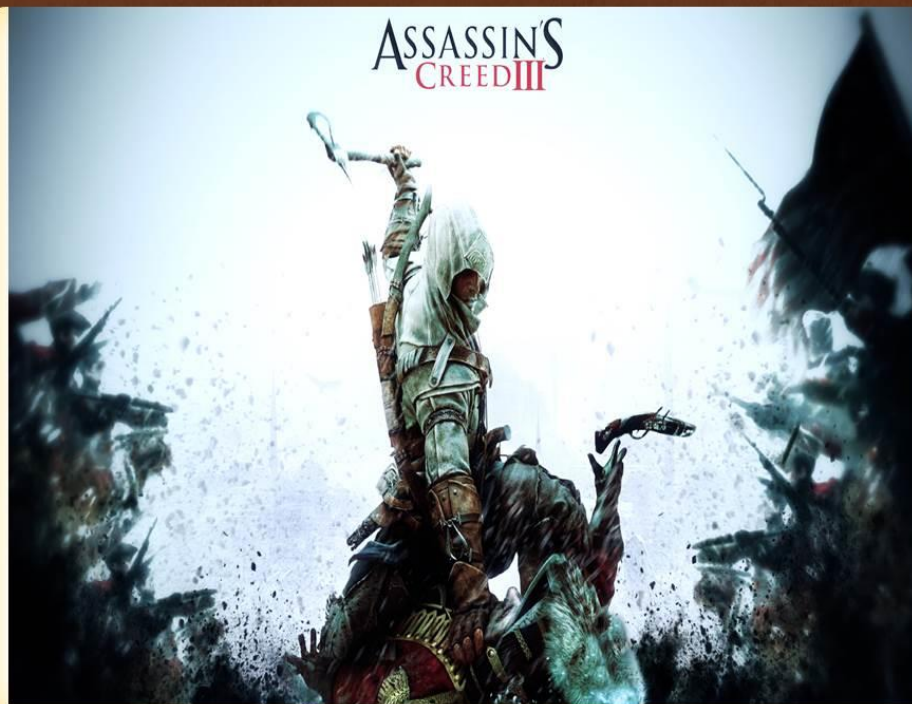Impostor Founding Fathers of America
(United States Presidents)
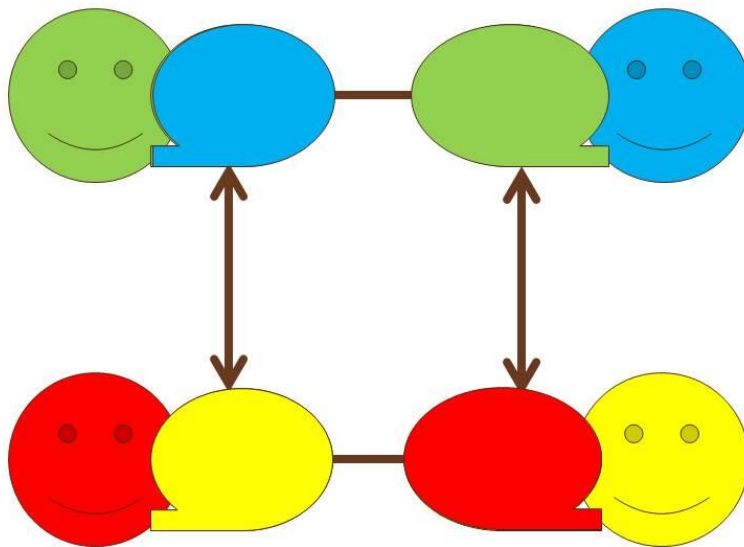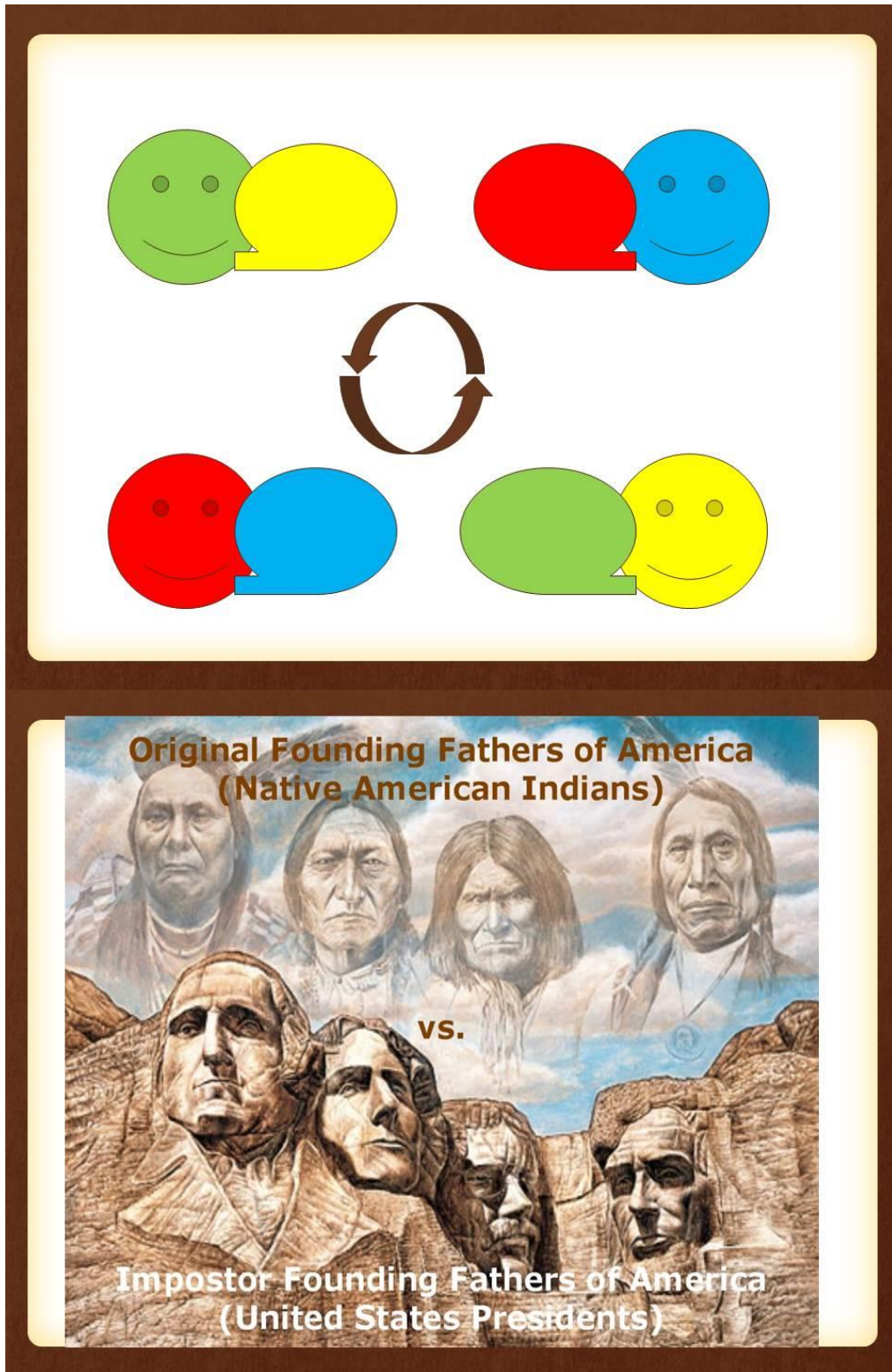
R. Michelson Galleries   "The Trail of Tears"   © 2007 Max D. Standley

2

3

HIDDEN ROOTS

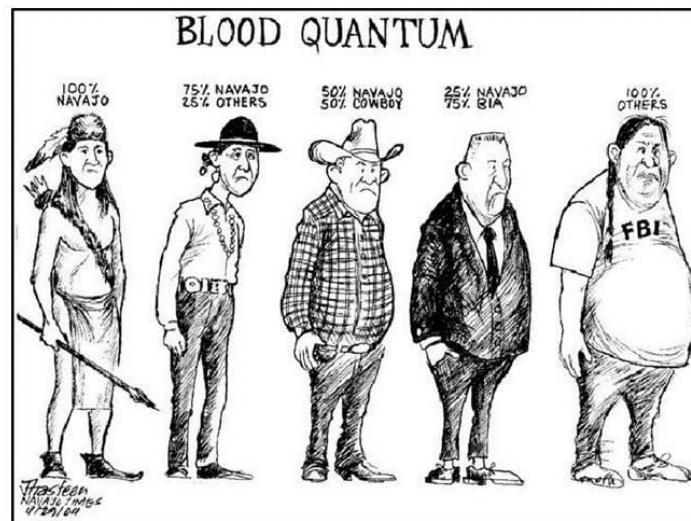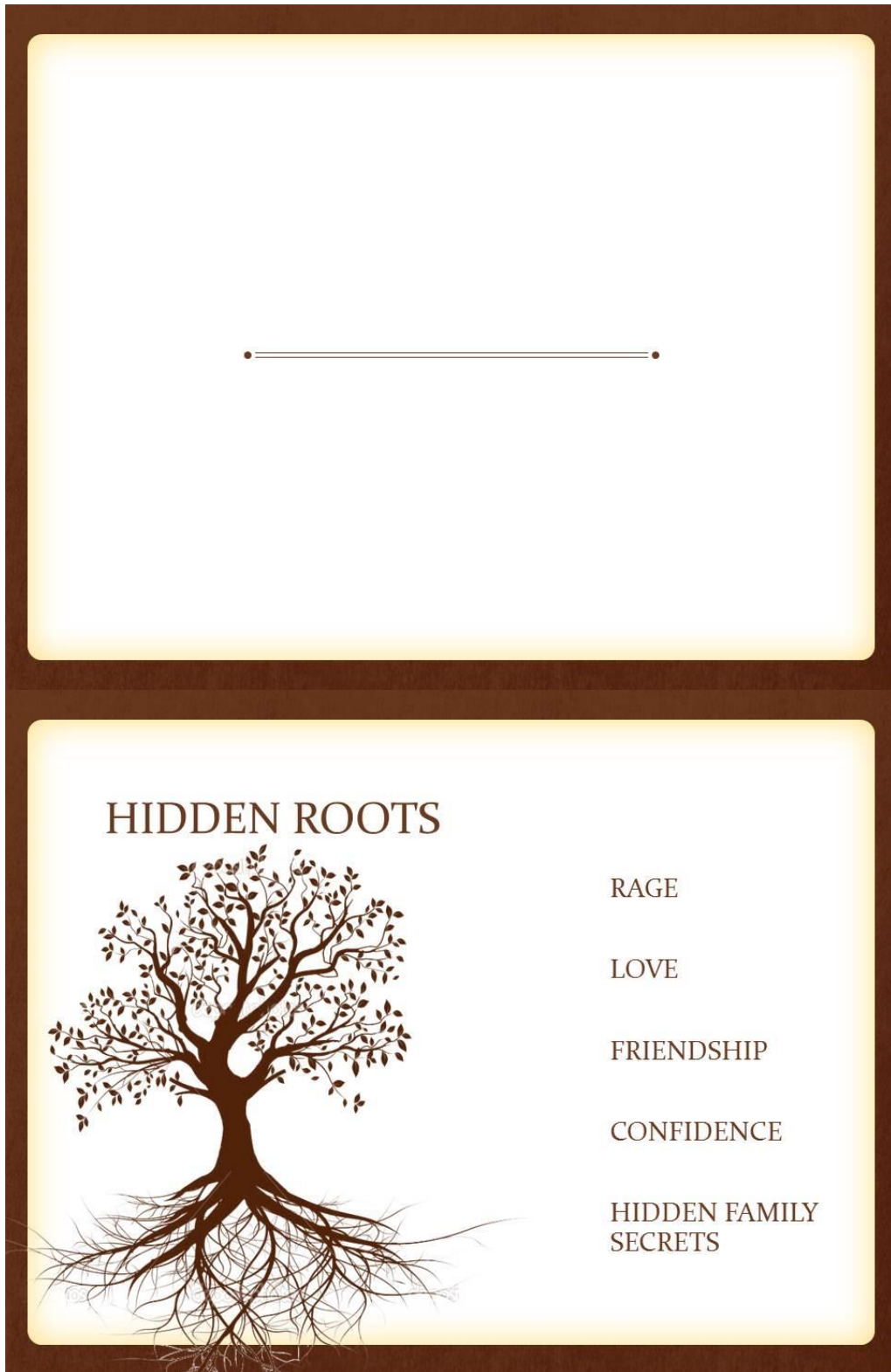RAGE

LOVE

FRIENDSHIP

CONFIDENCE

HIDDEN FAMILY
SECRETS
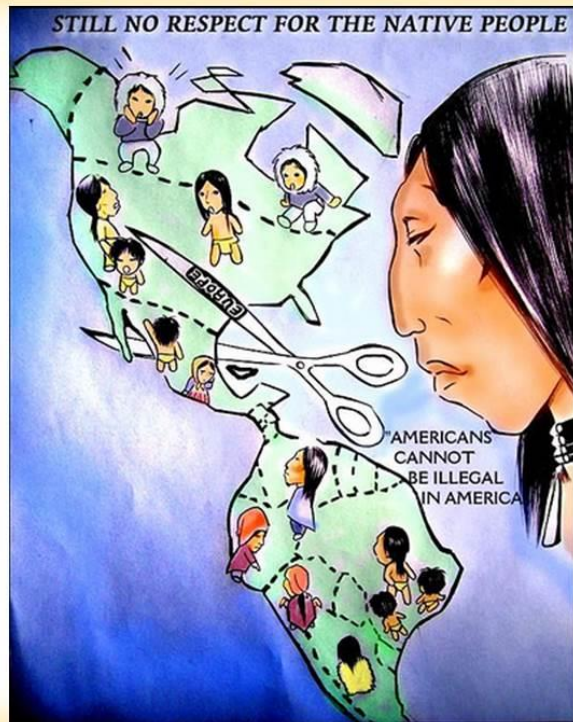
PRE-READING ACTIVITIES

- What do we know so far? (2 min)

One person starts telling one sentence related to the cultural background, and then another student continues the sentence, and so on.

- What do you think the fragment we are about to read is going to be about? (2 think and write + 3 listening to them= 5 minutes)

Take into consideration what we have seen until know and the title of the book (*Hidden Roots*)

USEFUL VOCABULARY

Indian

Native American

Laws

Germany

Jewish

Roots

WHILE-READING ACTIVITIES

- Circle the words you think are most important in each sentence.

- Underline words you don't know and try to guess their meaning using the context.

- Ask those words to your classmates or teacher.

- Write some notes underneath each paragraph.

- Answer the following questions:
  - What happened in Germany?
  - Why did certain people think of Indian people as inferior?
  - Did you notice any mistakes in the text?

TEXT EXTRACTS I

"Why were people like that in Germany?" I said. "Treating the Jewish people that way?" Uncle Louis spread apart his dark leathery hands and looked down at them. "Sonny," he said, "when folks convince themselves that one particular group of people is no good, most anything can happen. And not just in Germany."

TEXT EXTRACTS II

"People would treat like you was less than you really was just because you was Indian. People who might even feel they had a right to do things to you, like they done to us in Vermont. That was why we left, you understand?".

TEXT EXTRACTS III

"Hiding your roots might make it better for you.

"If not being Indian might mean that people would treat you better, if it meant you'd have more of a chance in life, well, then that was how it would be" [...] "But it don't work that way . No matter how hard you run, you don't never get away from your shadow. And roots is what helps a tree to stand up against the wind."

NEVER
FORGET *WHAT*
YOU ARE,
THE
REST OF THE WORLD
WILL NOT.

—— WEAR IT LIKE ——
ARMOR
AND IT CAN NEVER BE USED
TO HURT YOU.

TYRION LANNISTER
GAME OF THRONES

THE THINGSWESAY.COM

CONCLUSION

INJUSTICE
DEATH
IDENTITY

How would the world be today if the Native American genocide had never happened?

POST-READING ACTIVITY

- _Alcohol abuse in Native American daily life_. Do these problems still exist today?

- _The Trail of Tears_. Do you know anyone who has had to leave their home?

- _Native American Reservations_. How would your life be inside one of them?

- _Vermont Eugenics Project_. Reflection about the topic.

- _Native Americans Today_. How have their lives changed through history? Can you relate it to your life or the lives of people you know?

Each group is expected to prepare a presentation (powerpoint, poster, etc.) about their topic. 6 to 10 minutes per group. *All members must speak