Teaching English through YAL in an EFL classroom: a case study
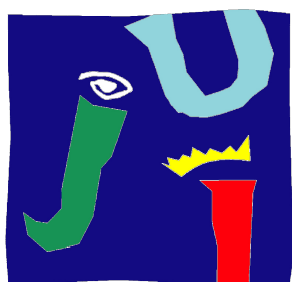

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A BSTRACT

In order to teach the reading skill, in a Spanish EFL classroom, teachers often use the texts that appear within textbooks to introduce new vocabulary. However, the number of professionals that believe in using authentic materials to teach reading is increasing. What is more: the number of researchers that believe in using literature in the EFL classroom is increasing too. So, this project aims to show the teaching of the reading skill by means of literature taking into account three main approaches: the linguistic model, the cultural model and the personal growth model, approaches that not only are based on reading itself but also focus on teaching grammar, vocabulary, cultural aspects of the English culture and personal values. To that end, a teaching implementation has been carried out in a Spanish secondary school with a novel belonging to the YAL genre. Thus, the good results obtained after finishing the implementation seem to affirm that literature is a great vehicle to teach English.

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1. Introduction

The present project deals with the reading skill within an English Foreign Language classroom (EFL), worked through real pieces of literature, specifically, young adult literature (YAL). Most of the English teachers use textbooks in the classroom but we want to make a 180º turn by putting aside that kind of books and using excerpts taken from young adult novels to teach the English language. Our main goal is to teach the reading skill from a different perspective (not very applied nowadays in Spain) to wake up the interest in reading on the part of students.

The first part of the paper, which is divided into two big sections, contains academic literature regarding the reading skill and literature and its pedagogical uses. First, we will find the definition of reading. Then we will describe reading in the foreign language and the problems that students may have. After that, we will expose the concepts of intensive and extensive reading in order to close the part devoted to this skill. As mentioned, the second section deals with literature and its relation with language, the advantages of using literature in the classroom, the approaches that can be applied and the situation that Spain presents when teaching English through literature. Those aspects are important because the second part of the project is based on them.

The second part of this paper consists of a teaching implementation. Firstly, we will find the context in which it has been carried out. After that, we will see its justification through a survey made to the students to see their reading habits and their attitude towards reading and literature. Then, all the sessions will be exposed in detail, including the excerpts used. Thereupon, we will close this second part with some feedback and the results obtained from a second survey to see if students have changed their opinion for the better regarding reading and literature. Hereafter, the last section of this part will be some comments on aspects that can be improved.

The last part of the project will finish with a few conclusions about the implementation, all the bibliography used along the paper and annexes used during the teaching implementation.

2. Theoretical Framework

2.1. The reading skill

2.1.1. What is reading?

In an EFL classroom the English language is taught through the four basic skills: listening, speaking, reading and writing. As mentioned previously, we are going to focus on the reading skill. So, in order to provide clear information about it, the first thing that needs to be explained is its definition within a context. To that end, the two types of language of a learner have to be commented upon: basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), which are the two types established by Cummins (1996). Cummins was the researcher who developed BICS and CALP from the general idea of the two types of language (playground and classroom) settled by Skuttnabb-Kangas and Toukama (1976). As Murray and Christinson (2011) claim:

> BICS develops quickly in about two years; however CALP takes about seven years to develop and must be explicitly taught. The distinction is particularly useful in determining how to plan instruction for young language learners because the types of activities that learners need to help them develop these two types of language are very different. (p. 75)

Thus, the reading skill belongs to CALP since it refers to learning in an academic context. People learn to read in an explicit way; someone has to teach it as opposed to BICS. However, Smith (2004) talking about the nature of reading and its essence from a psycholinguistic perspective affirms that it is a children's natural activity because every child tries to make sense of the world, no matter what the child has to interpret: "they *read* it" [the world] (p. 2).

Overall, taking reading as an academic activity and putting aside Smith's concept, everybody knows what reading is. Some researchers have provided definitions of the reading skill. For instance, Mikulecky (2008) defines reading as:

A conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. (p. 1)

Urquhart & Weir (1998) state that "reading is the process of receiving and interpreting information encoded in language form via the medium of print" (p. 22). Nevertheless, in this paper we are going beyond, that is why it needs to be tackled from a more scientific perspective. Hence, reading can be defined as a set of processes combined with each other due to the fact that its nature involves more than interpreting information. These processes are the following ones (Grabe, 2009, p. 14):

A rapid process
An efficient process
A comprehending process
An interactive process
A strategic process
A flexible process
A purposeful process
An evaluative process
A learning process
A linguistic process

Table 1. Processes that define reading

Just to know their basics and to deepen in what reading is, the following lines will explain their main features according to Grabe (pp. 14-16):

- Rapid and efficient process: a fluent reader can read over 250-300 words per minute. Moreover, it engages several processing skills to recognise words, form meaning, build text-comprehension or inference among others.

- Comprehending process: the main goal of a reader is to understand what he or she is reading to acquire certain knowledge, so reading assumes comprehension.
- Interactive process: reading is interactive because apart from combining various cognitive processes, it implies a kind of reciprocity between the writer and the reader since the first one aims to transmit specific information and the second one has to decode it by using its background information.
- Strategic process: it is a strategic process because readers, in order to decode the meaning of the text, need to make use of several tools such as select key information, monitor comprehension or organize and summarise information mentally.
- Flexible and purposeful process: Those cognitive efforts that reading implies make of it a flexible process. Furthermore, the reader changes his or her reading processes and goals depending on his or her interest, purpose or comprehension (if the last one is impeded). That is what makes of reading be a purposeful process.
- Evaluative process: We evaluate how we are reading and how we monitor our reading. In addition, we also evaluate the text depending on if we like it or not, if we agree with the author or if we want to continue reading or not, etc. This implies an evaluation involving our personal tastes or feelings using our background knowledge.
- Learning process: Those evaluations we make when reading involve the learning process. This process always occurs in a reading activity.
- Linguistic process: Reading is a linguistic process because we can't read if we do not recognise words and if we do not have any linguistic knowledge. It seems to be evident but if we do not recognise some graphemes because they, for example, belong to the Cyrillic script, we are not able to read and to understand the text.

Once we have settled reading within the context of a learner and after giving a complete definition through all the processes that are involved in the activity, we need to mention the reading in the FL since the teaching implementation explained in the second part of this paper is based on the reading skill in the English classroom.

2.1.2. Reading in the FL

An English language learner will be more or less fluent when reading depending on several issues but what needs to be highlighted is the influence that the L1 makes on the foreign language in terms of orthography, phonology and morphology since the knowledge of the reader/learner of the L1 will affect his or her development of the FL. Making reference to the phonemes and orthography, Grabe (2009) asserts that one of the learners' needs is to recognize as possible sounds in the FL that differentiate meanings between words and also recoding letters in the FL alphabet. Regarding morphology, Grabe also says that the learner will need to acquire new techniques of affixation and the changes of stems (morphology) in some words that are required in the FL and that do not occur in the L1.

If the L1 affects the development of knowledge of the FL, it is important to mention the problems, attitudes and behaviour that young language learners could have when they are being taught the reading skill in the English classroom because teachers could help students by knowing their weaknesses (Murray and Christison 2011, p. 76):

They read slowly
They have poor comprehension if the topic is unfamiliar
They have trouble paraphrasing and isolating the main idea
They have trouble predicting what will come next in a narrative
They cannot differentiate among different genres
They have difficulty reading for meaning
They rarely self-correct when reading aloud

Table 2. Students' behaviours when reading in the L2

If those are the typical behaviours of young learners, Mikulecky (2008, p. 3) sets out a series of statements that students need to follow in order to become good readers. From those statements we highlight the following ones:

I.   Students need to bear in mind that reading is more than translating into the L1 since reading implies thinking.

II.   Students need to explain how they make sense of any text in the FL.

III.   Students need to read for pleasure (extensive reading) in English to comment and discuss the texts with someone who can provide help regarding their expected behaviours within the EFL context.

IV.   Students need to have a good command in the basic 2000 words the English language has because they constitute around the 80% of the texts.

V.   Students need to make use of the top-down process, process whose main feature is to use the previous background in order to construct meaning and understand the text.

VI.   Students also need to make use of bottom-up process whose main aspect is to acquire vocabulary strategies in order to understand the text.

Mikulecky mentions extensive reading, a concept that will be developed in the following section together with intensive reading since both concepts have an important role when teaching reading in a FL classroom but before expounding them, we want to carry on by exposing the role of motivation in FL reading. If there is something clear is the fact that motivation helps to the academic development of the students, also when reading, because it favours their process of learning. With motivation, students' aim is to know more about the language they are learning and its culture (Grabe, 2009). Nonetheless, he asserts that there are not so many researches about motivation in FL reading but explains that teachers have a strong role in motivating students when teaching reading, contrary to popular belief, because the classroom's environment is key. If teachers boost reading by motivating students, students will develop their interest and will make "strong efforts to overcome any limitations".

2.1.3. Intensive and extensive reading

Intensive and extensive reading are two approaches of reading that can be used in an EFL classroom to teach. They differ in several aspects but they cannot be considered as the opposite; they can complement each other (Nation, 2009). The teaching implementation explained in the second part of this paper uses intensive reading to encourage students to do extensive reading.

The next table shows the differences between both approaches in a simplified and visual way to make the understanding easier (Day and Bamford, 1998; McLeod, n.d.; Extensive Reading Foundation, 2011):

INTENSIVE READING	EXTENSIVE READING
Reading to learn	Learning to read
The aim is to learn something about the language itself (grammar, vocabulary…)	The aim is to develop the fluency when reading (students may learn something too)
Short chunks of text (textbooks)	Longer readings (whole books, etc.)
Teacher as guider	Students read for pleasure
Pre and post reading activities	Students select what they read

Table 3. Features and differences between intensive and extensive reading

2.2. Literature to teach EFL

Literature and English language are two concepts that traditionally have always remained separated in the educative context. That is to say, in schools or high schools, English as a foreign language has been taught as an independent subject from literature, which has been taught too as another separated subject. Nonetheless, nothing could be further from the truth because the relationship between language and literature is palpable. Going back decades, some researchers already bet for the use of literature within an EFL: "even the most elementary learner can derive pleasure from traditional rhymes and riddle" (Broughton et al., 1980, p 114). Now, many scholars have been carrying out researches about this issue and the majority of them agree with the fact that literature can be a really helpful tool to teach a second language, English in this case. As Paran (2006) argues:

> The major change that has occurred in the approach to literature
> is in its relationship with language. Language and literature are
> not seen as separate entities; rather teachers now stress the way
> in which understanding one is part of understanding the other.
> (p. 2)

To contrast and reaffirm Paran's words, we want to show C. Ihejirika's (2014) vision. He asserts that the roots of literature are found in language because "language gets life through literature" (p. 87). By means of literature within the language classroom we are teaching language itself (C. Ihejirika, 2014; Valdes, 1986). And not only that but, through literature, teachers can transmit the traditions, culture of the language in which those literary works are written. In fact, Paran (2008) opines that literature is helpful because language is "learned by human beings, and the interest and love of literature for its various qualities is a human characteristic" (p. 469). Moreover, he claims that language learning does not only have to do with the learning itself but it deals with education too.

So now that we have displayed the relationship between literature and language as concepts that complement each other, the following section will focus on the argumentation of why teachers should use literature as a means to teach the English language.

2.2.1. Reasons and benefits of using literature in the English classroom

Most of the times, literature is usually considered a reflection of the society in terms of culture, values, etc. As stated by Paran and Robinson (2016):

> Literature, then is part of the human experience and using
> literature in our language teaching does not take away from our
> learners' language learning. Rather, it builds connections that
> are made elsewhere in our learners' future professions; it
> enriches their learning; and it also increases their knowledge of
> an important part of the culture of English-speaking countries
> (p. 14)

In spite of this, many teachers, followers of the traditional methodologies, ignore the possibilities that literature can offer to teach English as a foreign language. However, the number of researchers in this field has increased over the last decades to prove how useful it can be in the process of learning. Lindsay Clandfield (n. d.), Ayo

(2003) and Lazar (1993) are three of those researchers that have summarised the reasons for using literature in the teaching of English:

1st.   Using literature means using authentic material. Students need to be exposed to non-adapted materials to develop those skills that have to do with challenging language to be used outside their comfort zone (the classroom).

2nd.   Literature encourages students to show their feelings and express their opinions and points of view apart from engaging in debates or discussions generated during the lesson.

3rd.   Literature helps students to improve their language awareness. The need to develop more tools since they are asked to read pieces that maybe present some difficulties in terms of language itself, which can lead to encourage language acquisition.

4th.   Literature educates a student as a person. Students will be able to develop several attitudes and human values through literary texts.

5th.   Literature is motivating because students will be able to develop their confidence. They will realise that reading and understanding real literary pieces by setting aside textbooks is possible. Thus, students also develop their interpretative abilities.

6th.   Literature can improve the skills of intensive and extensive reading. If the fluency of reading progresses, students not only will be better in their reading but also in their writing because good writers are often good readers.

As we can see, there are powerful and strong reasons to use literature within an EFL classroom. If we exploit literary texts well, they can offer us a range of possibilities that maybe could not be found within the traditional course books and graded readers, those books written on purpose for language students as they have specific levels of grammar, syntax and vocabulary (Hill, 2008) "according to a pedagogical syllabus" to increase in levels of difficulty the grammar and vocabulary (ERF, n.d.). The teaching implementation that constitutes the second part of this project focuses on the use of pieces from Young Adult Literature (YAL) instead of using graded readers due to the benefits that literature offers, since it has been demonstrated that reading YAL improves the "reading skills and their self-concepts" (Alsup, 2010, p 1).

2.2.2. The use of literature in EFL/ESL classroom: approaches

Once we know that the use of literature can be really profitable, we have to mention the ways in which it could be approached since it seems that despite the interest on the part of teachers to teach a language through literary pieces, they still worry about it. According to Paran (2006) there are two factors that feed those worries. The first one is related to the kind of text teachers would use since they want to explain all its features in terms of meaning, context, symbolism and so on and if they do not accomplish it, they perceive it as its own failure. The second factor has to do with methodology: simply, there are teachers that feel that they "do not know how to use literature or how to teach it" (p. 6). Other teachers think that their students will not be entertained with literature while others do not feel comfortable with the use of literature due to the fact that they are accustomed to apply communicative methodologies.

Paran and Robinson (2016), Clandfield (n. d.), Yimwilai (2015) and Ghouti (2014) are scholars that provide several approaches to teach English through literature since, as explained previously, there are teachers that do not know how to do it exactly. Those approaches are the following ones:

- The cultural model. This approach seeks to transmit aspects about the target culture. It pays attention to the background of the text in terms of history, politics, information about the author, the English language and so on. This approach sees literature as a source of knowledge.
- The linguistic model. This approach focuses mainly on the language itself as a practice item. It concentrates on the language used in the text and then the teacher has to introduce tasks to activate language skills.
- The personal growth model. Literature is seen as a tool for personal development. Students are encouraged to express their feelings, emotions and opinions while the texts are used as an excuse to make students progress in terms of personality.

These are the approaches proposed. However, Paran (2006) maintains that there is no one correct methodology but the methodology that will be used has to be chosen "after considering the text, the learners, the aim of the lesson and the teacher" (p. 6).

2.2.3. Situation in Spain

It has been difficult to find reliable sources to comment the current situation of the use of literature in the English classroom in Spain. Nevertheless, everybody knows that the English subject in Spanish high schools is taught, in the majority of cases, by applying traditional methodologies. Teachers mainly teach grammar, without paying so much attention to the four skills (listening, reading, speaking and writing). That is to say, although they focus a little bit on each skill (except speaking, which is quite isolated), grammar is the part of the syllabus that gets all the attention. The results are that Spaniards in spite of knowing the English language rules, have difficulties to speak, write or even listen in English.

Ortells (2013) carried out an investigation regarding the attitudes on the part of teachers and students towards literature and its use in the English classroom. From the surveys she made, she showed that 2 teachers out of 20 totally refused "the inclusion of literature as a vehicle to teach English language" because of the next reasons: "i) the students don't know English", ii) It is time consuming and iii) There is a syllabus to be covered" (p. 93). Furthermore, in those surveys, teachers admitted that the presence of literature in the classroom is relegated to graded readers. The positive aspect is that the rest of the surveyed teachers seemed to be in favour of using pieces of literature. Thus, this investigation helps us to reaffirm the –bad- situation that exists in Spain regarding the use of literature in the classroom.

With respect to work specifically with YAL in secondary schools, Ortells stands up for its use because "it is mostly responsible for making adolescents keen on reading" (p. 95). In fact, she claims that "YAL can be extremely helpful in the Spanish EFL secondary school classrooms, since its words, linguistic structures and subject matter are consistent with the required vocabulary and grammatical level of this age-group learners" (p. 95).

As seen, Spanish secondary schools do not include at all any kind of literature –except graded readers- within the English classroom in spite of its advantages, benefits and relationship with the language commented on previous sections.

3. Teaching implementation

3.1. Context

      This section aims to provide further information about the environment in which these teaching sessions have been developed as well as data about the students to which these sessions have been taught and also about the high school where they have been carried out. Thus, in the following paragraphs all these issues are going to be developed in order to set the context appropriately.

3.1.1. The High School: IES Matilde Salvador

      The place in which these teaching sessions have been carried out has been the IES Matilde Salvador. All the data of this educational centre have been extracted from the high school's educative project, PEC by its Spanish initials. Within this document, the most important aspects that influence directly and indirectly the normal course and functioning of the high school are remarked as we point out in the following paragraphs.

      This high school is located in the southern part of the city of Castelló de la Plana, capital of the province of Castelló, in the suburban area, consequently, subject to urban changes and to development modifications where several residential buildings, new buildings and plots coexist with small businesses and others. According to the Spanish Statistic Office (INE), the city has 171,669 inhabitants and its economic activity and growth are based on the industrial sector as it is a coastal city –it benefits from a port located in the Grau de Castelló- in which industries both ceramic and petroleum play an important role. The port is the one who makes Castelló a relevant city since it serves as an entry and exit of diverse goods. However, agriculture is also important in this development due to the fact that Castelló before being an industrial city has also been an agricultural city, focusing mainly on the cultivation of orange trees. In the 70s and 80s Castelló was booming and underwent an exponential growth in terms of population, a fact that brought out a great expansion. This increase boosted the city, what required the construction of more public institutions in addition to those that Castelló already had in order to put them at the service of the citizens, also the

newcomers. Given this growth and those needs, the IES Matilde Salvador was born and became the eighth high school that Castelló had by the time.

Thus, this high school initiated its teaching activity in the school year 1995/96, having to date a total amount of 1200 students and 100 teachers approximately. Regarding the type of education, the IES Matilde Salvador offers secondary education (ESO) and Baccalaureate in addition to formative cycles (FP), some of them unique or nearly unique in the whole province. All of these different levels of education are taught in both, Spanish and Valencian since this high school's linguistic policy includes both languages, promoting and boosting above all the use of the second one. This linguistic policy does not include another language but it is important to mention that in spite of this, English is promoted as well with different extracurricular activities.

At last but not least, it is important to mention the attention to diversity policy that exists in the IES Matilde Salvador because this didactic unit is addressed to a diversity group, specifically to a PDC (curricular diversification program). So the PEC explains that:

> With the successive modifications of the Educational Laws and the need to face new challenges for diversity, the successive adaptations of the infrastructure have aggravated the problems of adaptation of spaces. We are currently conducting the following programmes:
>
> - Educational Compensation
> - Professional Qualification Programmes
> - Curricular Diversification Programs (1 and 2 years)

3.1.2. The classroom: 4th of ESO (PDC)

First of all, it has to be mentioned that this 4th of ESO is a PDC (Curricular Diversification Program) group. This kind of program has as a main objective the attention to diversity inside of the Secondary Education. Thus, this 4th of ESO is not an ordinary group; the students attending this program have had more difficulties when acquiring knowledge during their path in the Secondary Education if we compare them to other students that finally didn't attend this program. None of them has special needs

in terms of ADHD, for example, but they have to make more efforts in order to understand any content that is being explained. Particularly, they have a low level of English, so if we add this to the fact that this is a PDC group, it is an educational challenge. It is important to note that PDC have two English lessons a week with a length of 50 minutes each one.

Formed by 19 students, this group could be considered quite homogeneous. As mentioned before, the level of English they present is rather low regarding the level they are expected to have if we take into account that they are about to finish the Secondary Education. Moreover, when they finish, they will obtain the Compulsory Secondary Education Certificate so they are supposed to know the basics regarding the English language. They have a fairly correct behaviour, they are not problematic and their attitude is good so they cannot be considered as a conflictive group. However, they do not present a great interest in studying and a large number of students failed the English subject of 3rd of ESO, so they need to pass it this school year. It seems clear to them that this will be their last year of high school and that is the reason why they do not put so much effort and tenacity in their academic life. Due to this fact, sometimes, some of the students play truant (usually, the same students). In the following lines, some features of the class will be explained in detail in order to get a general idea.

- The behaviour. During the period of observation, we could analyse the differences between all the groups and 4th of ESO was the most attainable since they were not so many people in class so they could be easier to control. Furthermore, despite the fact that they were a talkative group, they respected the teacher and their classmates.
- The attitude. Within this group there were many possibilities of success because in spite of their motivation, which at first could be considered as low, the only thing in need was attractive materials to catch their intention and interest. The students seemed to be predisposed to work.
- Their motivation. As mentioned previously, it seemed that the students had a low motivation maybe because it is their last year and they are not interested in the academic life. In fact, they only want the Secondary Education Certificate as their aspirations have not to do with higher education.

3.2. Justification: the problem

Before the very first session, the students filled out a survey regarding their attitude towards reading and it was observed that apart from being demotivated, not having interest in studying and their low level of English, they were not very keen on reading. The following graphics show the answers and prove their reading habits and also some attitudes with respect to the usage of English. It has to be said that the survey was made by 15 students out of 19 –only the students that attended class that day-.

Just to see the composition of the classroom, the following graphics show the sex and age of the students:
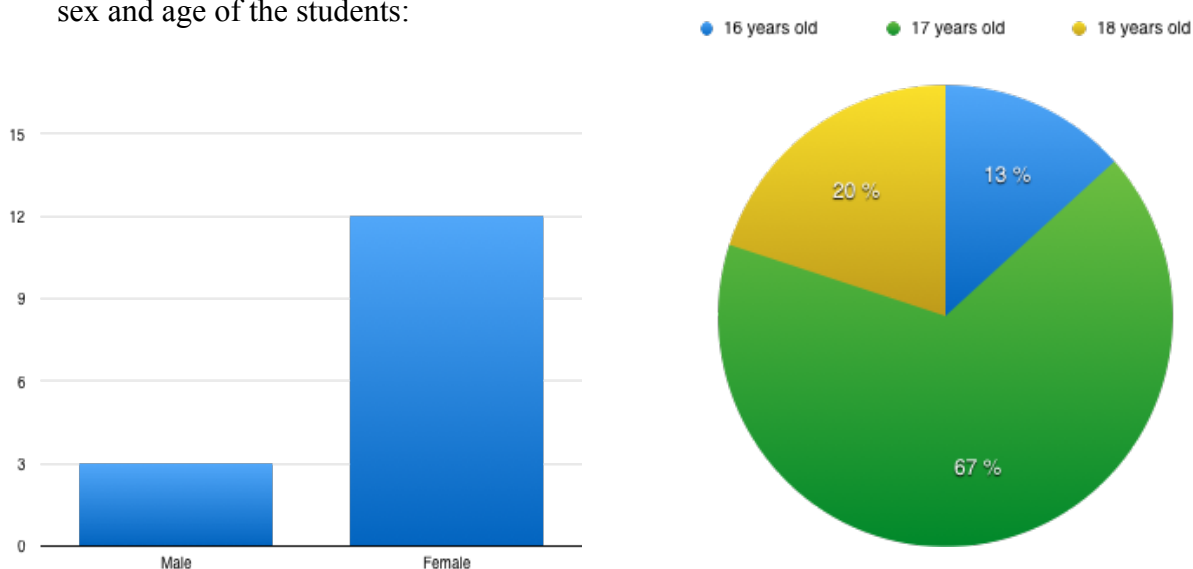
Chart 1. Sexes within the classroom.

Chart 2. Ages within the classroom.

The classroom is formed by a majority of girls. Regarding the age, more than three quarters of the students are 17 years old, which means that those students have repeated, at least, one school year since the Secondary Education finishes at the age of 16. Thus, this proves what has been said in the previous section in relation with the low interest in studying: due to the fact that they are not keen on studying, they have repeated this grade or another one.

Concerning the attitude these students have when reading, the next charts reveal the alarming habits they have in terms of tastes and frequency, among others.

| Yes, a lot | Not so much |
| Yes | No |

20 %

80 %

13 %

87 %
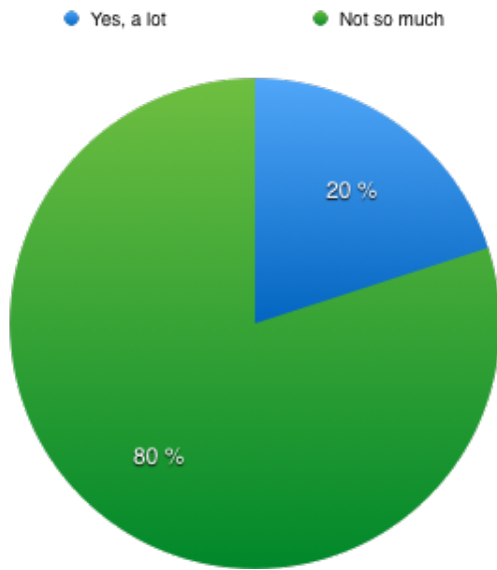
Chart 3. Do you like reading?   *Chart 4. Do you read in your free time?*
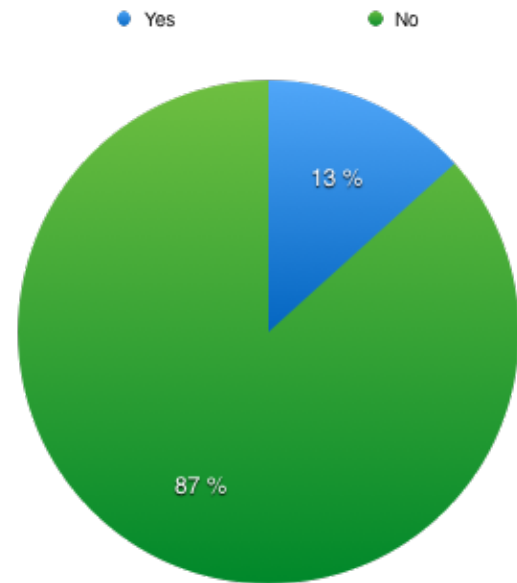
The first chart corresponds to the question "Do you like reading?" while the second one corresponds to the question "Do you read in your free time?". If we compare both charts, we can observe that despite the fact there is a minority -20% of the classroom- saying "Yes, I like reading", there are less people –only a 13%- that read in their free time, as the second graphic reveals. Thus, the taste for reading is not put into practice at all. What is more, in the following graphic we can see their frequency for reading:
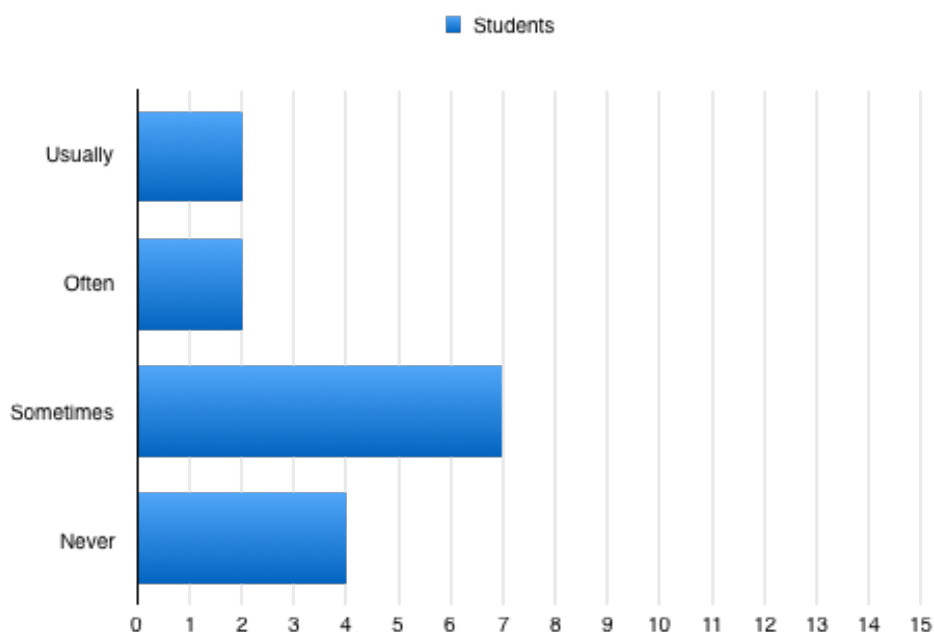
Chart 5. Do you read?

Only two students out of fifteen answer "usually" but the number of students that answer "never" is higher since that number is the double. This clearly claims the lack of the habit of reading translated into the necessity of using literature as a conduit to teach English as a foreign language.

Why do these students like or not reading? The answer can be found in the following graphics.
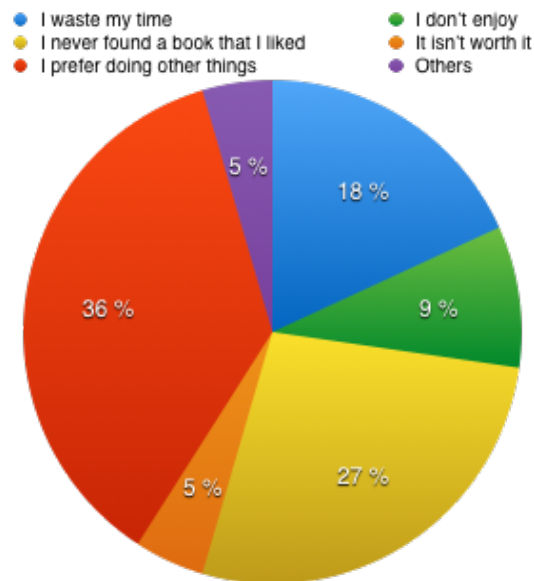
Chart 6. Why don't you like reading?

Most of them say that they "prefer doing other things" such as using the mobile phone, an option followed by "I never found a book that I liked" or "It isn't worth it". The goal is to change these options into those selected by the ones that do like reading:
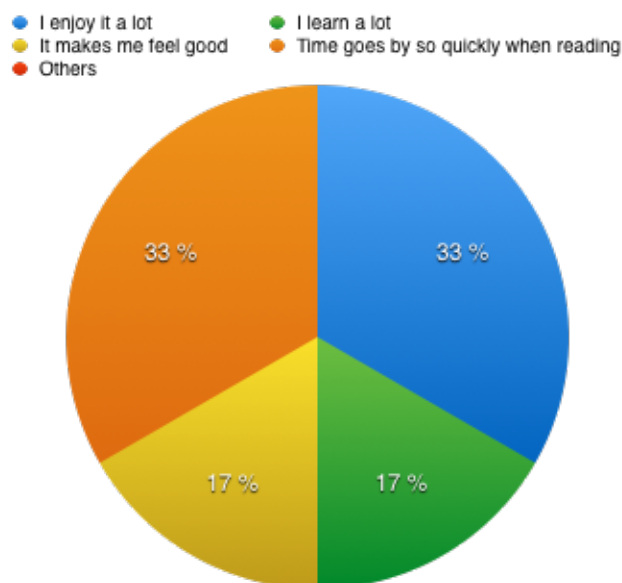
Chart 7. Why do you like reading?

These students like reading because "time goes by so quickly when reading" or because they "enjoy it a lot" in contrast to the options found in the graphic number 6. In fact, most of the students admit that within the "doing other things" Internet is the key since they spend more hours in front of a screen rather than reading:
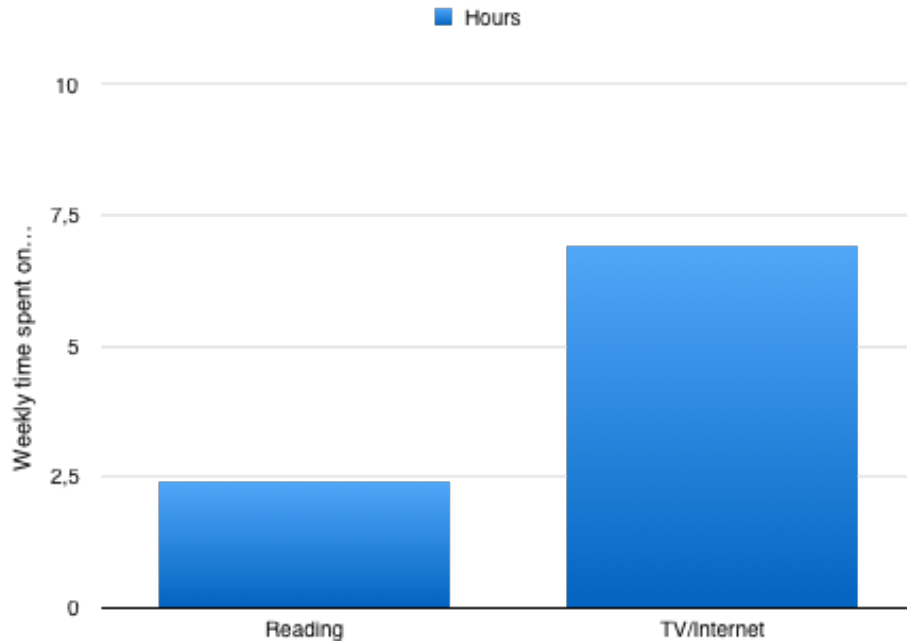
Chart 8. Weekly time spent on reading – TV/Internet

The implementation will take benefit from this by presenting activities in which the ICTs are needed. In order to know their tastes, they have been asked their preferred genres, which can be seen here:
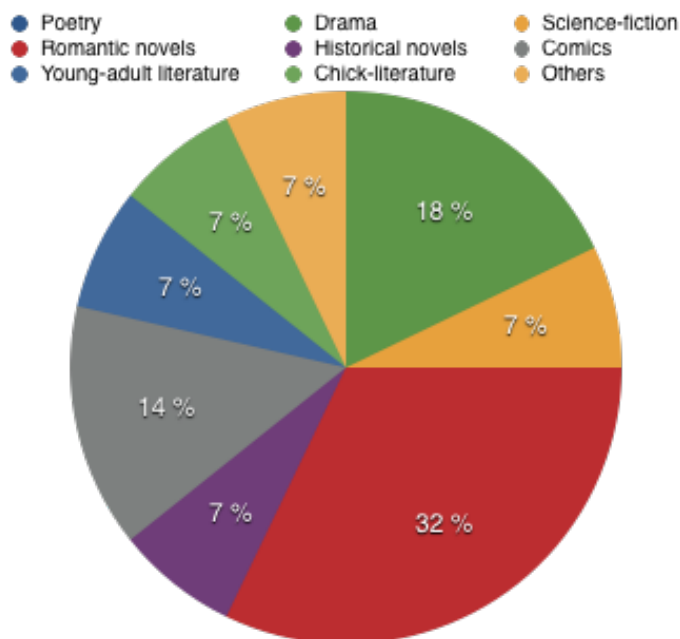
Chart 9. Which of the following genres do you prefer?

Most of them prefer reading romantic novels, followed by drama and comics while the other genres seem to go a little bit unnoticed. In order to ensure a good development of the sessions, it would be ideal working with a romantic novel but this will not be it because it is important to introduce them a new genre for which, at first, they do not feel attraction just to discover other typologies and to open their minds.

Following with their reading habits, they also were asked when was the last time they read a book and why. As these charts show, the majority of the classroom has recently read a book but the justification lives in the "why": above all, due to a mandatory reading required from the high school and because of entertainment.
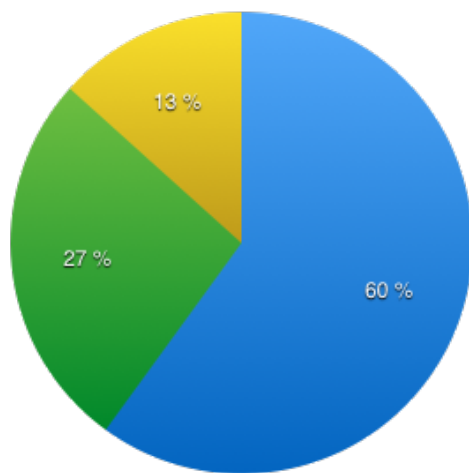
Chart 10. When was the last time you read a book?
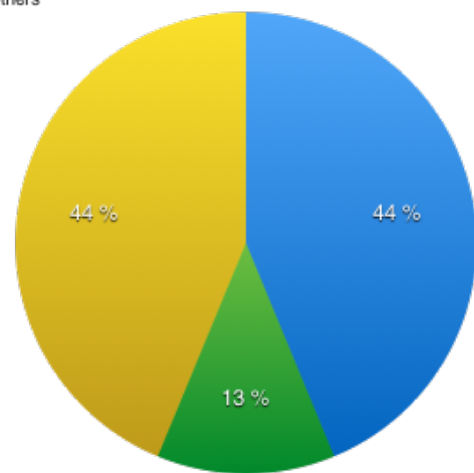
Chart 11. Why did you read it?

There is also an interest in knowing how near or how far the students are from the English language in their daily actions as listening to music or watching TV in order to prove, once again, their low interest regarding the English language and its culture:
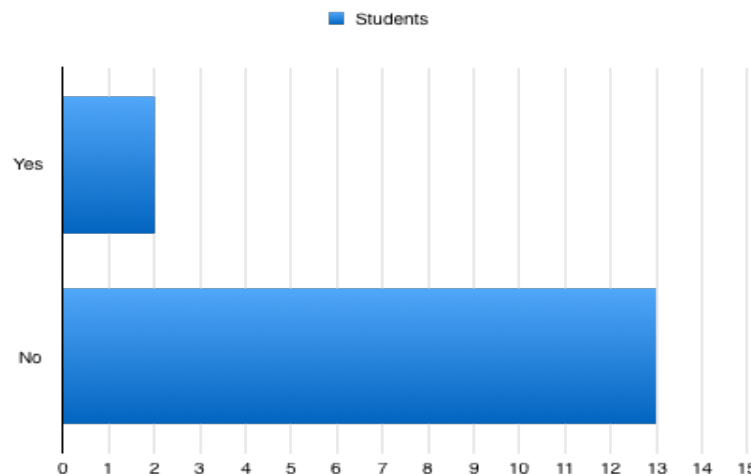
Chart 12. Do you read in English?

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Only two students affirm that they read in English. However, some of them also read in other languages such as Romanian or Italian apart from Spanish and Catalan, what is positive since they are not only focused on reading in the official languages:
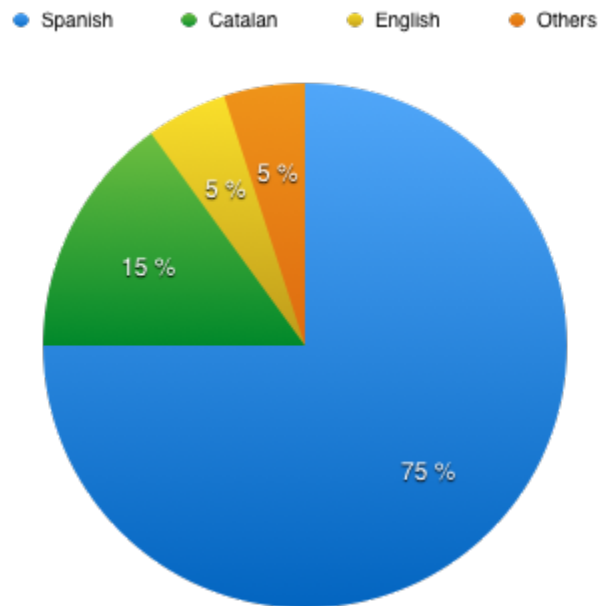
Chart 13. In which languages do you read usually?

This low interest reading English changes when the activity is not reading but watching television since there are more students that try to watch television or films in English:
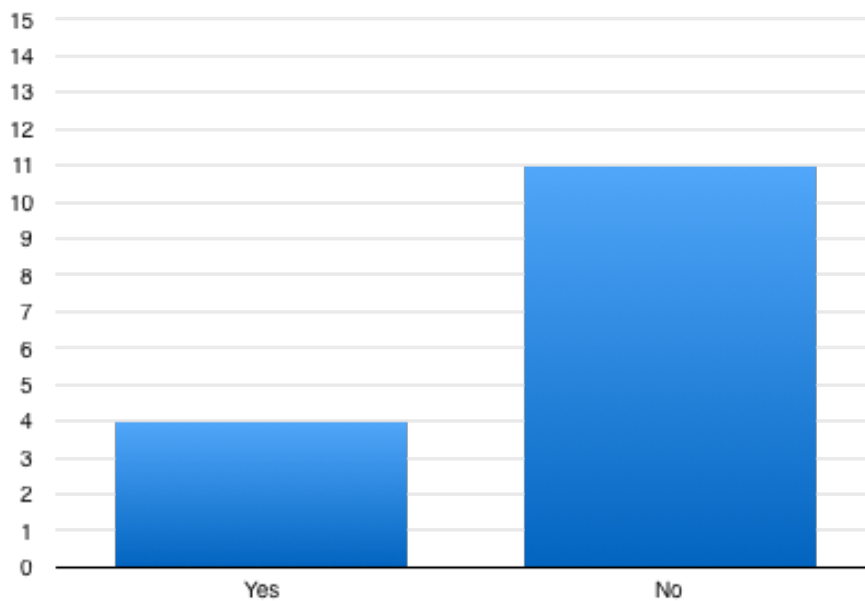
Chart 14. Do you watch TV/films in English?

In terms of music, the results are so much better since all of them listen to music in English:
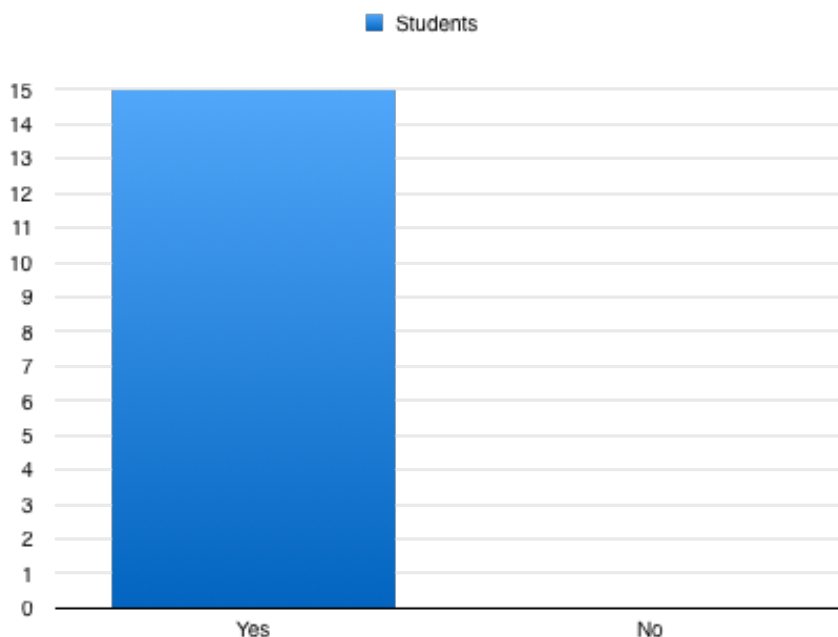
Chart 15. Do you listen to music in English?

So having tested their habits with respect to reading and also the presence of the English language in their lives, we can assure that these students need to be offered literature and reading from a new perspective to encourage both. Furthermore, bearing in mind all of these results the use of literature and the promotion of reading in the classroom remain justified for the didactic unit presented in the next sections.

3.3. Criteria used to select the materials

Always bearing in mind the several issues this group has regarding the level of English and also taking into account their features in terms of motivation, personal preferences and tastes and academic and personal situation, the selected excerpts have been chosen from the series written by Jeff Kinney entitled *Diary of a Wimpy Kid*, specifically novel number 1 *Diary of a Wimpy Kid,* novel number 8 *Diary of a Wimpy Kid – Hard Luck* and novel number 9 *Diary of a Wimpy Kid – The Long Haul.* All those excerpts included in this didactic unit try to cover the current curriculum established in the DECRET 87/2015.

This didactic unit covers the teaching of the foreign language through three basic pillars:

- The linguistic model (which covers grammar)
- The personal growth model
- The cultural model

As explained in the theoretical framework, the aim of the linguistic model is to cover those grammatical aspects reflected in the current education law. In contrast, the aim of the personal growth model follows to boost those values that help the students to build their own personality in order to develop their citizenship and civility while the cultural model advocates teaching the idiosyncrasy or characteristics of a culture.

Thus, the excerpts that cover the linguistic model deal with (crazy) predictions about the future and also a list of plans. In fact, there is one test included at the very end of the novel, so readers/students will fill the test with their own feelings and inclinations and there is a list to be filled in by the readers/students regarding plans. The excerpts that cover the personal growth model have to do with love relationships, friendship and all the issues regarding social life that teenagers care about. Furthermore, the excerpts that cover the cultural model have to do with the celebration of Easter in the USA so students will be aware of how this festivity is celebrated in other country and they will have other vision apart from the one belonging to their culture.

All the excerpts deal with topics really interesting for teenagers, besides the fact that that they are very visual and attractive for them because of its typography, which imitates the handwriting of a teenager as it is a diary and because are accompanied with drawings that help to know the meaning of the written texts by imitating comic vignettes. For these reasons, *Diary of a Wimpy Kid* is perfect to motivate the students, to catch their attention and to teach English in a funny way.

3.4. Objectives

This section contains those goals that want to be covered with the different excerpts. As it has been explained in the previous section, the three main foundations of this didactic unit are: i) the linguistic model, ii) the personal growth model and iii) the

cultural model. The aims of these foundations are developed by taking into account the objectives specified in the DECRET 87/2015. Thus, general and specific objectives are included within this section.

3.4.1. General objectives

Extracted from the DECRET 87/2015 (Article 15):

A) To acquire basic elements of the culture, especially humanistic, artistic, scientific and technological aspects.
B) To adapt the curriculum and its elements to the needs of every student, in order to give a personalised attention and a personal and integral development to every student by respecting the principles of a common education and the principles of the diversity attention of the own stage.
C) To develop good practices that promote a good working environment and the peaceful resolution of conflicts as well as responsible attitudes and respect for others.
D) To develop a scale of values including respect, tolerance, the culture of effort, self-improvement, responsibility for decision making by the students, equality, solidarity, peaceful conflict resolution and prevention gender violence.
E) To develop innovative teaching methods that include cooperative learning, interdisciplinary projects, the use of ICTs as well as the practice of inclusive education in the classroom.
F) To develop teaching materials oriented to the teaching and learning based on the acquisition of competences.

3.4.2. Specific objectives

A) To know the specific uses of the future tenses: *will* and *be going to*.
B) To be able to use the future tenses *will* and *be going to* in the required context.
C) To learn vocabulary regarding personality
D) To be aware of gender roles.
E) To be aware of the differences normally applied among women and men that have to do with gender roles.

F) To be able to recognise and distinguish different behaviours regarding gender roles.

G) To learn some tips regarding oral presentations.

H) To know the traditional celebration of Easter in the USA.

I) To know in an autonomous way how other countries (and cultures) celebrate Easter holidays.

J) To encourage the pleasure of reading.

3.5. Competences and contents

The LOE, the previous law to LOMCE, was a law that worked with contents depending on three types: conceptual, procedural and attitudinal. However, the LOMCE does not work with contents in this way but it deals with contents in a cross-cutting manner by focusing on the competences. Thus, firstly we are going to explain the different competences that can be found in this didactic unit to be followed then by the contents.

3.5.1. Competences

In the DECRET 87/2015, there are up to seven competences:

- CCLI: linguistic communication competence
- CMCT: mathematical competence and basic competences in science and technology
- CD: digital competence
- CAA: learning to learn competence
- CSC: social and civic competences
- SIEE: sense of initiative and entrepreneurship
- CEC: cultural awareness and expression

The present didactic unit works with all of them except the CMCT competence. In the following paragraphs, we are going to develop the contents that appear in this teaching practice.

3.5.2. Contents

This didactic unit works different contents, which appear specified in the DECRET 87/2015. These contents are focused in the level of 4th of ESO, taking into account the diversity, as it is a PDC group. The contents are as follows:

- Mobilization of background knowledge on type of task and theme. Exchange of ideas on the theme and formulation of a reasonable interpretation.
- Ability to infer conclusions about what is not explicit in the text.
- Comparison, contrast and exchange of ideas.
- Use of both monolingual and bilingual dictionaries in print and in digital format.
- Sociocultural and sociolinguistic aspects.
- Social conventions: more specific rituals, customs and traditions of different cultures.
- Narration of past, specific and common events, description of states and present situations and expression of future happenings. List of actions over time.
- Extension of vocabulary and synonyms of the foreign language.
- Search, selection and organization of information in digital media.
- Morphosyntactic and discursive structures

3.6. Didactic unit

This didactic unit is divided into five sessions that are explained as follows. As it is explained previously, the didactic unit uses pieces of young-adult literature to teach so these pieces are the basic items around which the lessons revolve. In order to be able to develop all the sessions smoothly, the teacher will always need a computer or laptop, a projector, a screen and speakers and sometimes, wi-fi connection.

3.6.1. Sessions

SESSION 1: LINGUISTIC MODEL	
OBJECTIVES	To know the specific uses of the future tenses: *will* and *be going to*. To be able to use the future tenses *will* and *be going to* in the required context. To encourage the pleasure of reading.
CONTENTS	Narration of past, specific and common events, description of states and present situations and expression of future happenings. List of actions over time. Morphosyntactic and discursive structures. Ability to infer conclusions about what is not explicit in the text.
COMPETENCES	CCLI: linguistic communication competence
MATERIALS	Paper, pen, pencil Handout provided by the teacher
TEMPORALIZATION	50 minutes in all: 9 minutes to introduce the character of the novel and reading the first passage. 5 minutes completing "*Predict your future / predict the future*" sheets. 8 minutes explaining the future tense *will*. 5 minutes finishing "*Predict the future*" sheet. 5 minutes completing *"Plan the ultimate road trip"* sheet. 8 minutes explaining the future tense *be going to*. 5 minutes doing the activity *"Write your own journal"*. 5 minutes doing the final activity *"Greg's future"*.
PLACE	Ordinary classroom
DEVELOPMENT	Firstly, the teacher will introduce the character of the novel (Greg Heffley) to make the students know with whom they will work. To do so, she will show similar characters as references and then a scene from the film and other relevant characters. Then, they will read the first passage (see below) aloud to know the reasons why the protagonist writes a diary. This passage will be

used during the whole classroom. (9 minutes).

Secondly, the students are expected to fill "*Predict your future / predict the future*" sheets (see below) -except the last part- that could be found in the handout. The students will work with the future tense *will*. (5 minutes).

Thirdly, the teacher will explain the future tense *will.* The students are expected to recognise it because they have been dealing with it with the previous sheets and the first passage. They are expected first to find a *will* construction within the first passage and to guess its structure. (8 minutes).

Fourthly, they will finish the last page of the "*Predict the future*" sheet since they are supposed to know how to use the future tense *will*. (5 minutes).

Fifthly, the students are expected to do the *"Plan the ultimate road trip"* sheet (see below) by following the example and the pattern. (5 minutes)

Sixthly, the teacher will explain the future tense *be going to.* The students are expected to recognise it because they have been dealing with it with the previous sheet and the first passage. They are expected to find a *be going to* construction within the first passage and to guess its structure. (8 minutes).

Seventhly, the students will do the activity *"Write your own journal"*. They have to write their plans and intentions in, at least, 8 sentences as they are supposed to know how to use the future tense *be going to*. (5 minutes).

Eighthly, the students will do the final activity (filling the gaps) called *"Greg's future"*. They have to use both future tenses because they are expected to distinguish when they have to use one or another. (5 minutes).

Anyway I think Mom has this idea I'm going to write down my "feelings" and all that, but she's not actually allowed to read it so I figure I'll just write what I want.

The real reason I agreed to do this at all is because I figure later on when I'm rich and famous I'll have better things to do than answer people's stupid questions all day long.

Excerpt 1

Predict the FUTURE

IN FIFTY YEARS:

Robots and mankind will be locked in a battle for supremacy.　TRUE ☐　FALSE ☐

HA!　DOINK　HEY! QUIT IT!

Parents will be banned from dancing within twenty feet of their children.　TRUE ☐　FALSE ☐

People will have instant-messaging chips implanted in their brains.　TRUE ☐　FALSE ☐

u r a dork

YOUR FIVE BOLD PREDICTIONS FOR THE FUTURE:

1.

2.

3.

4.

5.
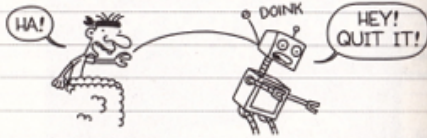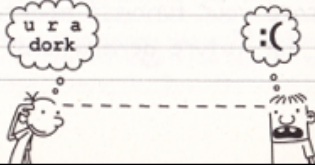
(WRITE EVERYTHING DOWN NOW SO YOU CAN TELL YOUR FRIENDS "I TOLD YOU SO" LATER ON.)

Predict the future / Excerpt 2

Predict YOUR future

Answer these questions, then check back when you're an adult to see how you did!

　　　WHEN I'M THIRTY YEARS OLD

I will live ____ kilometres from my current home.

I will be: MARRIED ☐　SINGLE ☐

I will have ____ kids and a _____ named _____.

I will work as a _____ and make _____ dollars a year.

I will live in a _____ on a _____.

I will take a _____ to work every day.

I will be ____ metres ____ centimetres tall.

I will have the same basic haircut I have now. TRUE ☐　FALSE ☐

I will have the same best friend I have right now. TRUE ☐　FALSE ☐

I will be in really excellent shape. TRUE ☐　FALSE ☐

I will listen to the same kind of music I listen to now. TRUE ☐　FALSE ☐

I will have visited ____ different countries.

The thing that will change the most about me between now and then will be: _____ _____ _____.

Predict your future / Excerpt 3
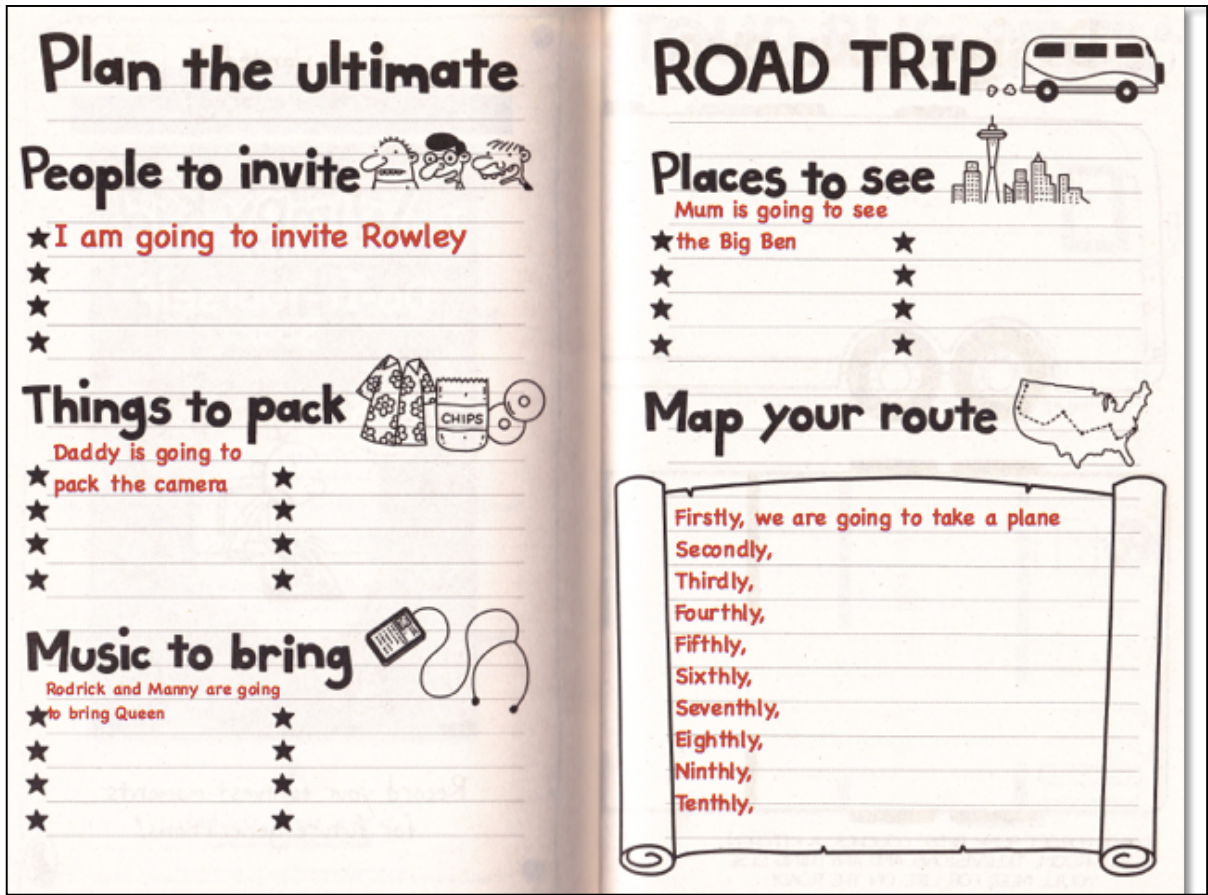
Plan the ultimate road trip / Excerpt 4

SESSION 2: PERSONAL GROWTH MODEL	
OBJECTIVES	To be aware of gender roles. To be aware of the differences normally applied among women and men that have to do with gender roles. To be able to recognise and distinguish different behaviours regarding gender roles. To learn vocabulary regarding personality. To encourage the pleasure of reading.
CONTENTS	Ability to infer conclusions about what is not explicit in the text. Comparison, contrast and exchange of ideas. Sociocultural and sociolinguistic aspects. Extension of vocabulary and synonyms of the foreign language.

COMPETENCES	CCLI: linguistic communication competence CAA: learning to learn competence CSC: social and civic competences CD: digital competence
MATERIALS	Paper, pencil, pen Handout provided by the teacher Mobile phone
TEMPORALIZATION	50 minutes in all: 10 minutes of pre-reading activities. 10 minutes reading the first excerpt and filling the table. 15 minutes reading the next excerpts. 5 minutes playing *Kahoot* (while-reading activities). 10 minutes doing the "*Genre glasses*" activity (post-reading) and final reflexions.
PLACE	Ordinary classroom
DEVELOPMENT	Firstly, the teacher will show a slide divided into two parts: one blue and the other one pink. Then, she will ask what does this provoke among the students and some "clues" (*emojis* from *whatsapp* making reference to men or women) will appear to make it clearer. Secondly, some images regarding behaviours in men and women will appear to be followed by some pre-reading questions regarding gender roles. (10 minutes). Thirdly, the students will read the first extract (see below) to establish a little comparison between the previous images and the text itself. After that, they will fill a table with some adjectives about how their ideal man/woman would be. (10 minutes). Fourthly, the students will read the next extracts (see below). At first they will read them individually and then aloud to reinforce the process of reding. (15 minutes). Fifthly, students will play *Kahoot,* an online quiz. They will need their mobile phones to play this game. The teacher has to prepare the questions at home. In this case, the questions are while-reading questions to make sure they have

understood what they have read. In this game, different questions appear on the screen and they have to answer on their phones (because they have registered previously). At the end, the one who answers more quickly and has more correct questions, wins. (5 minutes).

Sixthly, the students will do the *"Genre glasses"* test. They are expected to mark those answers that correspond to "typical" behaviours –or what the vast majority of people expect- regarding gender roles. The main aim of the activity is just to know if they can identify this kind of behaviours. After that, some final reflexions on the part of the group and the teacher will be done to close the session. (10 minutes).

I think Mom is just trying to make me feel better about my situation with Rowley anyway. Rowley's been my best friend ever since he moved into my neighbourhood, but things have really changed between us recently.

And it's all because of a GIRL.
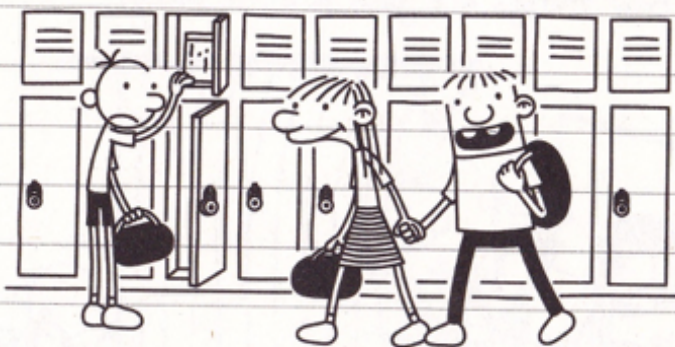
Believe me, the last person in the world I ever thought would get a girlfriend was ROWLEY.

Excerpt 1

I always thought I'D be the one in a relationship and Rowley would be the guy everyone kind of felt sorry for.

GREG JR, WOULD YOU LIKE TO GIVE A HOT DOG TO MR ROWLEY?

YES, PAPA!

But now that there's a girl in the picture things are TOTALLY different.

THAT'S IMMATURE!

Wherever Rowley is, his girlfriend Abigail is, too. And even if she ISN'T there it SEEMS like she is. I invited Rowley to my house for a sleepover last weekend so the two of us could spend some time together, but after about two hours I gave up trying to have any fun.

NO, YOU'RE CUTER! HEE HEE HEE!

And when the two of them are in the same place it's even WORSE. Ever since Rowley and Abigail got together, it's like Rowley doesn't even have his own OPINIONS any more.

SO WHAT DID YOU THINK OF THAT NEW MOVIE?

OH, WE DIDN'T CARE FOR THAT ONE!

I was hoping this would've all blown over by now and things would be back to normal, but there's no sign of this ending anytime soon.

HAPPY NINE-AND-A-HALF-DAY ANNIVERSARY!

Excerpt 3

Excerpt 4

SESSION 3: CULTURAL MODEL	
OBJECTIVES	To learn some tips regarding oral presentations. To know the traditional celebration of Easter in the USA. To know in an autonomous way how other countries (or cultures) celebrate Easter holidays. To encourage the pleasure of reading.
CONTENTS	Mobilization of background knowledge on type of task and theme. Exchange of ideas on the theme and formulation of a reasonable interpretation. Ability to infer conclusions about what is not explicit in the text. Comparison, contrast and exchange of ideas. Use of both monolingual and bilingual dictionaries in print and in digital format. Sociocultural and sociolinguistic aspects.

	Social conventions: more specific rituals, customs and traditions of different cultures. Search, selection and organization of information in digital media.
COMPETENCES	CCLI: linguistic communication competence CD: digital competence CAA: learning to learn competence CSC: social and civic competences SIEE: sense of initiative and entrepreneurship CEC: cultural awareness and expression
MATERIALS	Paper, pencil, pen Handout provided by the teacher Computers (and internet connection)
TEMPORALIZATION	50 minutes in all: 10 minutes with an introduction about traditions and celebrations: Easter in the USA. 10 minutes reading the chosen excerpts. 10 minutes to form group works and to give some presentation tips. 20 minutes of autonomous work.
PLACE	ICTs classroom or computer classroom
DEVELOPMENT	Firstly, the teacher will give an introduction about the celebrations and traditions, concretely about Easter. How do they celebrate Easter in the USA? (10 minutes). Secondly, they will read the texts from the *Diary of a Wimpy Kid* individually (see below) and then aloud. (10 minutes). Thirdly, the teacher will explain them that they have to deliver an oral presentation of 5-8 minutes with a poster or some slides to explain how other cultures or countries celebrate Easter. To do so, they will have to form groups of three (except one, formed by four students) and then the teacher will give them some tips for the oral presentation. (10 minutes). Fourthly, students will work autonomously in groups with the computers in order to look for the information needed. They are expected to finish the presentation at home. (20 minutes).

Even though Gramma's house is boring, Easter actually used to be pretty fun. When Great Granny Meemaw was still alive, we'd always have a big Easter egg hunt at Gramma's.

MEEMAW

Excerpt 1

Anyway, Meemaw was in charge of putting prizes in the plastic eggs for the Easter egg hunt. She'd stuff them with things like candy and change, but every so often she'd drop in a five-dollar bill.

PLASTIC EGGS

Then she'd hide the eggs inside Gramma's house and in her backyard.

Excerpt 2

After Easter brunch, all of us kids would go to Gramma's backyard and get ready to fill up our baskets with as many eggs as we could find.

Meemaw used to overdo it with the eggs, though, and hide WAY more than she needed to. In fact, I'll bet you could go out in Gramma's backyard right now and STILL find enough to fill up a basket.

Sometimes I'll find an egg at Gramma's in a cabinet or stuffed between the couch cushions. A few weeks ago Gramma's toilet wasn't working, and Dad found a pink plastic egg in the water tank that had probably been bobbing around in there for YEARS.

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Session number four will be covered with all the oral presentations. The last session, session number five, will be covered with a little exam about what has been taught in sessions number one and two.

Due to the success given with the first session, the teacher suggested me to teach that session in other group, since she was teaching the same future tenses. I accepted the challenge so I made little changes in the content, timing and organisation of the session in order to adapt it to the new group, which was 2nd of ESO. As they have been taught previously the uses of the future tenses, the main change –among others- was to include a *Kahoot* game to revise the grammar rules and also to include a *Plickers* game to check their knowledge. The session is as follows:

SESSION 2ND OF ESO: LINGUISTIC MODEL	
OBJECTIVES	To recognise the specific uses of the future tenses: *will* and *be going to*. To be able to use the future tenses *will* and *be going to* in the required context. To encourage the pleasure of reading.
CONTENTS	Narration of past, specific and common events, description of states and present situations and expression of future happenings. List of actions over time. Morphosyntactic and discursive structures. Ability to infer conclusions about what is not explicit in the text.
COMPETENCES	CCLI: linguistic communication competence CD: digital competence
MATERIALS	Paper, pen, pencil Handout provided by the teacher Cards provided by the teacher
TEMPORALIZATION	50 minutes in all: 10 minutes to introduce the character of the novel and reading the first passage. 5 minutes completing "*Predict your future / predict the future*" sheets. 5 minutes explaining the future tense *will*. 5 minutes finishing "*Predict the future*" sheet.

	5 minutes completing *"Plan the ultimate road trip"* sheet.
	5 minutes explaining the future tense *be going to*.
	5 minutes playing *Kahoot*.
	10 minutes playing *Plickers*.
PLACE	Ordinary classroom
DEVELOPMENT	Firstly, the teacher will introduce the character of the novel (Greg Heffley) by showing similar characters previously as references and also a scene from the film. Then, they will read the first passage aloud to know the reasons why the protagonist writes a diary. This passage will be used during the whole classroom. In fact, this part of the session does not change. (10 minutes).
	Secondly, the students are expected to fill "*Predict your future / predict the future*" sheets -except the last part- that could be found in the handout. The students will work with the future tense *will*. (5 minutes).
	Thirdly, it is time to explain the future tense *will.* The students are expected to recognise it because they have been dealing with it with the previous sheets and with the first passage and also because their teacher has explained all the grammar rules in previous sessions. (5 minutes).
	Fourthly, they will finish the last page of the "*Predict the future*" sheet since they are supposed to know how to use the future tense *will*. (5 minutes).
	Fifthly, the students are expected to do the *"Plan the ultimate road trip"* sheet by following the example and the pattern. (5 minutes)
	Sixthly, it is time to explain the future tense *be going to.* The students are expected to recognise it because they have been dealing with it with the previous sheet and with the first passage and also because their teacher has explained all the grammar rules in previous sessions. In fact, the expected is that the students have to explain the future tenses to the teacher since they are supposed to know them. (5 minutes).
	Seventhly, students will play *Kahoot*. They will need their mobile phone to play this game. The teacher has to prepare the questions at home. In this case, the questions are questions related to all the grammar rules regarding the future tenses *will* and *be going to* to make sure they have acquired what they have been taught. The game is a quiz online. The question appears on the screen and they have to answer on their phones (because they have registered

	previously). At the end, the one who answers more quickly and has more correct questions, wins. (5 minutes).
	Eighthly, the last activity is developed with the app called *Plickers.* The teacher has to prepare it previously at home because she can prepare the questions as she wants. The app can be used in many ways and in all of them, there are questions with closed answers. In this case, this activity consists of filling the gaps BUT students have to choose between 4 options with the card prepared for this proposal (the teacher has to distribute the cards). Concretely, the questions are sentences in which students need to choose between *be going to* or *will.* Depending on their choice they have to show the card in a concrete side. Then the teacher will scan the answers with her mobile phone with the app *Plickers* to show in real time a ranking with the correct and incorrect answers and what has answered each student. (10 minutes).

3.6.2. Assessment

The assessment of this didactic unit is divided into two parts. Each part is a 50% out of the final mark of the unit itself. Each student has to obtain at least a half of each part to pass this unit.

Part one: written exam, a total of 5 points (50%). This exam is made to assess the uses of the future tenses and also to assess if the students know to recognise a gender role together with the vocabulary seen in session number three. The exam is composed of five questions, 1 point each. In the first question, students have to use the future tense required as in the second one while in the third one they have to use *will* or *be going to* since they are mixed. In question number four they are expected to write a short end to the part of the story worked in session three (the one which tells that Rowley has a girlfriend) by making predictions or saying plans for the couple. In the last question, they will have to put the correct adjective/noun in the correct sentence and they will have to recognise the gender role there.

Part two: oral presentation, a total of 5 points (50%). The teacher will assess the oral presentation together with the poster or slides with a rubric. The oral presentation will be 2.5 points out of 5 and the poster or slides will be the other half, 2.5 points out of 5.

3.7. Description of the implementation, feedback and thoughts about the sessions

This section contains how the sessions were developed apart from including the students' response together with the feedback obtained from a post-survey to see if the habits and attitudes towards reading and literature had changed once they had been taught English through YAL.

In general, the two sessions implemented were developed with no many problems. The third session could not be carried out due to a matter of time, but this will be commented in the next section, which deals with improvement proposals. Students were excited from the very beginning for the mere reason because almost everything was new for them: colourful slides, the abandonment of the textbook, the use of digital devices, etc. Regarding the first session and from my point of view as a teacher, the main handicap I found was the slow rhythm the students had when working; I expected them to work with a higher rhythm and I had prepared a lot of activities to do in 50 minutes. Finally, we did all of them but they needed my help many of the times above all because they did not understand all of the words of the excerpts, for example. Regarding the second session, I felt a little bit frustrated in some cases because students seem they were waiting for another "traditional English lesson" (just because they are used to it) and sometimes it seemed that they were not understanding the goal of the lesson, that is to say, some students seemed to not understand why we were talking about gender roles in an English lesson because they were expecting grammar or vocabulary issues. In spite of this, all of them participated actively and asked for more of this kind of lessons when I finished the implementation. From the point of view of the students I would say that the development was also good because they did all the activities without great difficulties, what means that the level was appropriate for them. Moreover, in the survey they made at the end of the implementation, which is analysed in the following paragraphs, they made some comments such as "I loved your slides", "I want to play more games" or "lessons were fun".

As in the first session, during the last session the students also filled out another survey to see if their attitudes towards reading and towards the English language had improved. It can be observed that the students have changed a little bit their thoughts for the better. In fact, the results are really positive and students' attitudes change a lot if we compare them with those shown in the first survey. Thus, the implementation has been a

total success. The following charts evidence this change. However, it is really important to mention that some students misunderstood some questions due to their low level despite the fact that the questions were explained and they were allowed to ask in case of doubts. It has to be said too that the survey was made by 16 students out of 19 –only the students that attended class that day-.
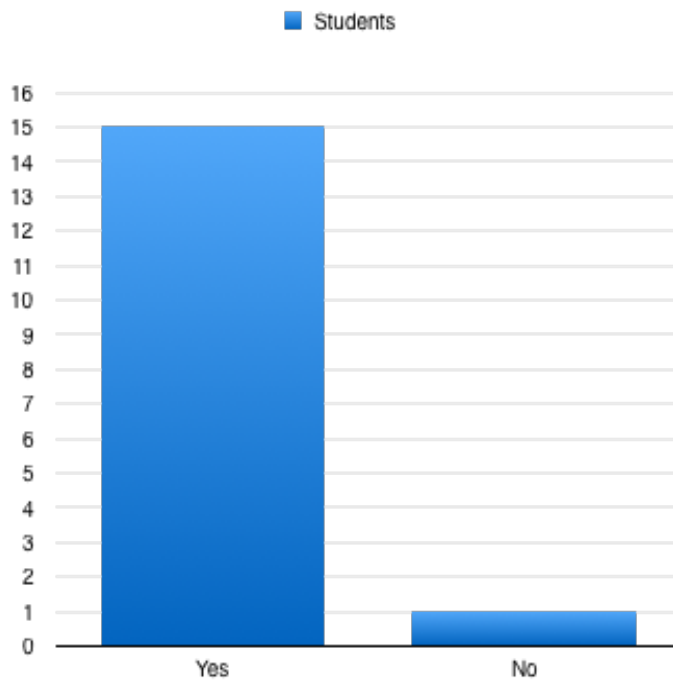
Chart 16. Did you enjoy the lessons?
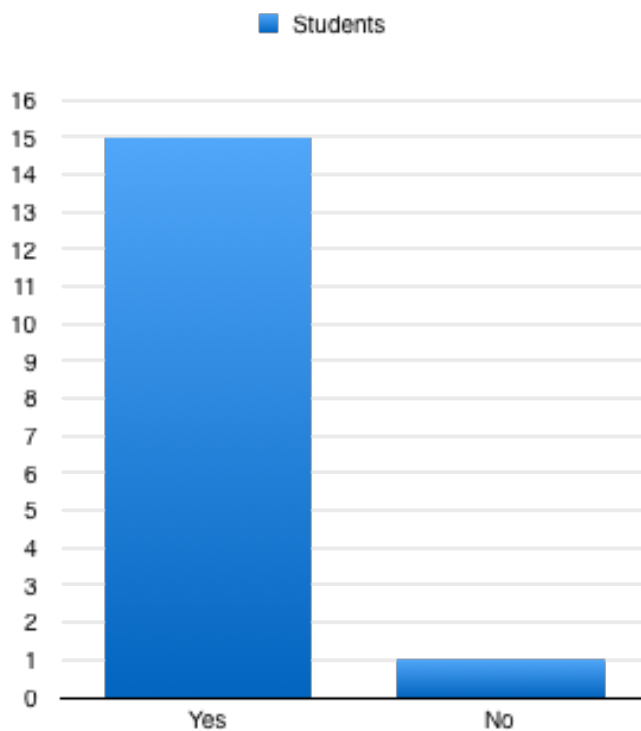
Chart 17. Did you like the Diary of a Wimpy Kid?

48
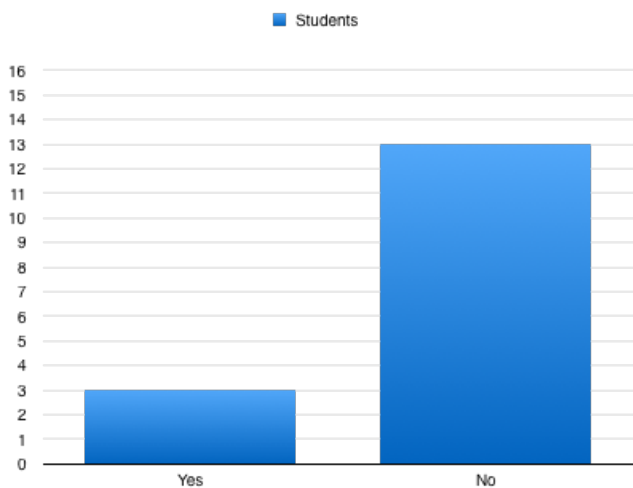
Chart 18. Would you like to read the whole book in English?   *Chart 19. And in Spanish?*
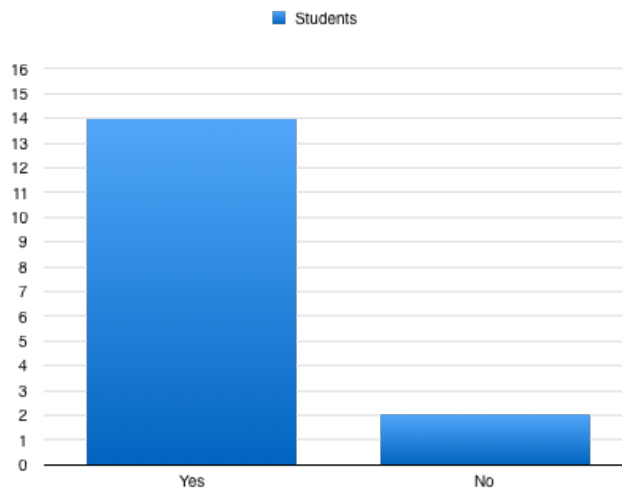
Judging from charts 18 and 19, one of the goals of the didactic unit, which was "to encourage the pleasure of reading", has been successfully achieved. A minority would read the book in English but most of them would read it in Spanish, which is a great result since, at first, they had shown their rejection on reading in any language. However, they now feel more confident if they have to read a novel written in English:
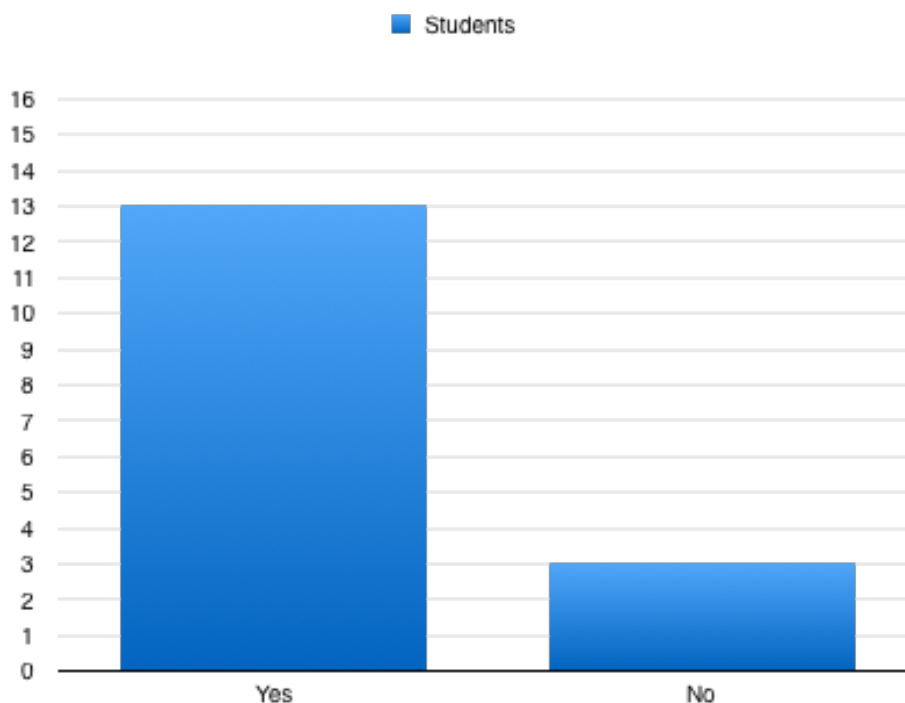
Chart 20. Do you think it is possible for you reading a whole book in English and understanding it?
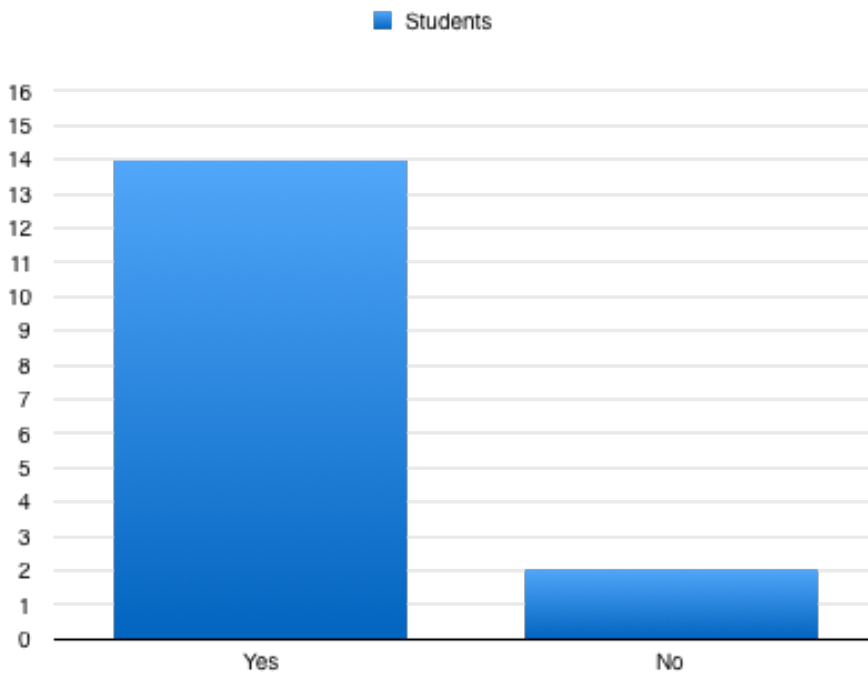
Chart 21. Do you think you have learnt with the Diary of a Wimpy Kid?

As it is shown in chart 21, the vast majority of students feel they have acquired knowledge with the novel. What is more, more than half of the students think that this kind of learning can be carried out in an English as a foreign language classroom:
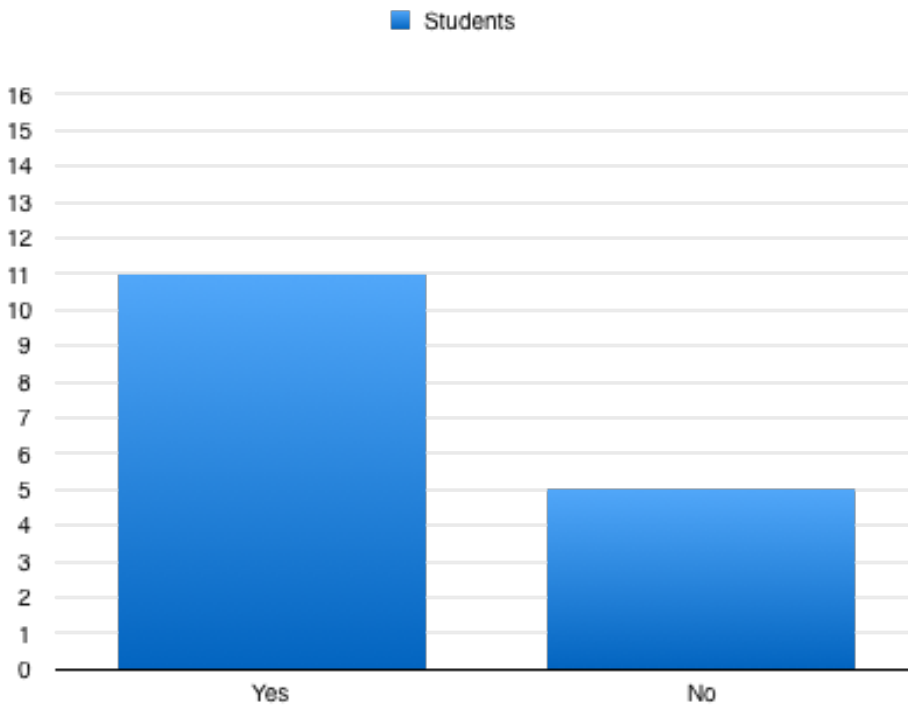
Chart 22. Do you think that learning English with books (novels, etc.) is possible?

All these charts show the success of the implementation but the following –and last- graphic can be a little bit confusing due to the result:
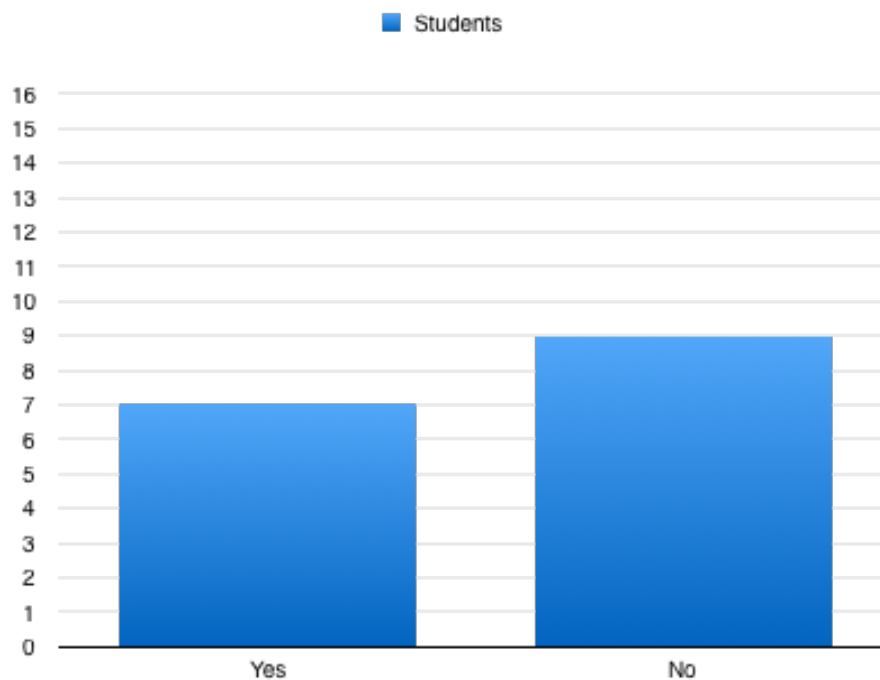
Chart 23. Would you like to continue learning English with Diary of a Wimpy Kid or with other kind of literature?

The number of students that answered "no" to the question "Do you think it is possible learning English with books (novels, etc)?" is slightly higher than those who said "yes". It is a little bit weird because all the previous charts show the contrary – above all when watching chart 22-. However, this is due to the low level of English and the misunderstanding of the question since the personal comments they have made in the survey do not fit the questions made.

All in all, taking into account the first survey and the last one, the evolution is clear and the students have enjoyed the lessons with Greg Heffley at the same time they have been learning.

3.8. Suggestions for improvement

This section aims to make some comments about what can be improved after carrying out the implementation. These comments will be divided into different paragraphs to facilitate their comprehension.

- Timing of the lesson, concretely the first lesson. The first lesson was designed to be taught during the 50 minutes, which actually was possible, but everything was really condensed and it was necessary to run in order to do the whole session in just one day. Maybe the students had needed more time when doing some activities such as *Predict the future* or the list of plans as I realised I expected they would understand most of the words and sometimes they could not do it. Thus, it would have been better if the first session had been divided into two because both the students and the teacher would have been more relaxed and they would have had more time for each of the activities.

- The use of the English language. The sessions are designed not to use the mother tongue or to use it as little as possible but I had to use Spanish language more than I expected because sometimes the students were really lost. This is not a problem at all; the solution can be to use English progressively over time in an increasing way. Moreover, it is important to make students to get the general idea so it is not necessary that they understand every single word. The use of English can be accompanied by lots of gestures and body language to make them infer what the teacher is saying. Apart from that, their low level has influenced too when doing the surveys: in open answer questions, some students have given responses that do not provide a correct feedback or that do not have to do with what is being asked because they have misunderstood the meaning, what is observed in their responses. In order to solve this, the teacher could translate some difficult questions into Spanish or reformulate the questions with easier constructions.

- The third session could not be implemented due to the period of time we were. The sessions were developed during the first days of May and the third session deals with Easter, which took place at the beginning of April. Working with Easter topic made no sense at that time in addition to the fact that they had already dealt with it in class.

- The students could not be assessed because i) the third session was not taught and because of ii) matter of time. This group had lots of trips –included in the planning of the academic year- so there was no time to teach the whole syllabus. Their teacher wanted to condense other grammatical aspects (not included in this didactic unit) within the same exam so I had not the opportunity to assess them.

- Internet problems. In order to do the *Kahoot* activity, Internet connection is needed. Students can use their own connection but the teacher will need wifi to access from the computer. The activity could be done without great problems but sometimes failed due to low signal. The solution is having always other options to develop the lesson undisturbed. I had prepared the *Kahoot* activity in a paper but at the end we did not need it.

- The use of mobile phones. In the IES Matilde Salvador mobile phones are forbidden for both, students and teachers. Teachers only can use them in the teacher's room, not in other spaces. This is a problem since mobile phones are needed with *Kahoot* and *Plickers*. When teaching the sessions, my tutor turned a blind eye so I could do the activities without any kind of problem but, in any case, the solution could be the use of tablets rather than phones since that prohibition is not applied to these kind of devices.

In spite of all of this, the lessons were developed with no great problems and the students made me know they enjoyed the lessons.

4. Conclusion

The teaching implementation finishes with a section that includes improvements in the sessions. Despite the fact of having several aspects to ameliorate, we can affirm that using literature in an EFL classroom as a means to teach English is not only possible but also it is worth it because of the results obtained, shown in the second survey.

At the beginning of this paper we talked about the reading skill, the problems that students present when reading in the FL and how and what they have to do if they want to be fluent readers. We have proved that our students of 4th of ESO not only have taken away their fear when reading aloud but their interest in reading has woken up because they were motivated, something key to success and, what is more important: something key for the process of learning. Students have admitted that they feel now more confident to read a book in English in addition to the fact that they have assured that they see the activity of reading from a more positive point of view.

Furthermore, we have also commented most of the benefits literature has, above all YAL in teenagers, since they are building their personality. We have verified that the use of literary pieces is plausible by applying the three approaches –linguistic, cultural and personal growth model- exposed by several scholars. Those approaches have ended up being a safe bet but also a kind of effective revolution because our students had never before experienced English from this perspective. In addition, we have managed to apply these methodologies with scepticism on the part of other teachers belonging to the IES Matilde Salvador and we have demonstrated that it has a great potential to be exploited from now on in the English classroom. Literature can work well in an EFL classroom as this implementation shows, but to ensure this success, apart from applying those three approaches mentioned previously, the excerpts chosen have been really important since they are central to the development of any implementation, and also the attitude of the teacher, since he or she has to "believe" in what is explaining to transmit the corresponding concepts.

In accordance with the above, the conclusions of this paper are that 1) the use of pieces of literature in an EFL classroom to teach the English language is really a valuable and a profitable tool; 2) adapted materials are not needed as much as most of the teachers think since real materials are motivating: students have changed their

perception of reading because they find those real fragments more attractive than the adapted ones; 3) students have practised the future tenses from a different perspective apart from becoming aware of the gender roles without using textbooks; and 4) definitely, students have been able to learn in a funnier and a more pedagogical way.

We can say that the goals of this project have been covered with success and the best evidence is the difference between the two surveys. The first survey drew the dramatic vision students had about reading while the second one showed the progress and the improvement regarding this skill and the habit of reading itself. Hence, students have learnt some grammar points, personal values and vocabulary through literature, real materials. They have had the opportunity to discover the English language from another perspective by acquiring at the same time those concepts included in the syllabus and by identifying the equality between genres. Moreover, now they are more keen on reading so we have proved that bringing literature into a secondary classroom is an assured triumph.

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Pre-survey

Sofía Royo Vizcaíno   Universitat Jaume I

Survey: Attitude towards reading (1)

This survey is anonymous. Please, be HONEST when answering.

1. Sex:
☐ Male
☐ Female

2. Age:
_____

3. Do you read?
☐ Usually
☐ Often
☐ Sometimes
☐ Never

4. Do you like reading?
☐ Yes, a lot
☐ Not so much (Go to question number 6)

5. Why do you like it? (choose 3 maximum) *Don't answer this question if you said NO in number 4*
☐ I enjoy it a lot
☐ I learn a lot
☐ It makes me feel good
☐ Time goes by so quickly when reading
☐ Others: _____

6. Why don't you like it? (choose 3 maximum) *Don't answer this question if you said YES in number 4*
☐ I waste my time
☐ I don't enjoy it
☐ I never found a book that I liked
☐ It isn't worth it
☐ I prefer doing other things
☐ Others: _____

7. Do you read in your free time?
☐ Yes
☐ No

8. Weekly time spent on…
Reading   TV/Internet
0-1-2-3-4-5-6-7-8-9-10h   0-1-2-3-4-5-6-7-8-9-10h

9. Which of the following options do you read the most?
☐ Books
☐ Newspapers
☐ Magazines

☐ Blogs

10. If you are going to read a book, which of the following genres do you prefer? (Choose 3 maximum)
☐ Poetry
☐ Drama
☐ Science-fiction
☐ Romantic novels
☐ Historical novels
☐ Comics
☐ Young-adult literature
☐ Chick-literature
☐ Others: _____

11. How many books did you read last year?

_____

12. When was the last time that you read a book?
☐ 3 weeks ago
☐ 3 months ago
☐ More than one year ago

13. Which book was?

_____

14. Why did you read it?
☐ Entertainment
☐ To improve my knowledge
☐ It was compulsory at high school
☐ My parents forced me to read
☐ Others: _____

15. In which languages do you read usually?
☐ Spanish
☐ Catalan
☐ English
☐ Others _____

16. Do you read in English?
☐ Yes
☐ No (Go to question number 18)

17. If you do, what do you read? (Blogs, forums, instructions, etc…)

_____

18. Do you listen to music in English?
☐ Yes
☐ No

19. Do you watch TV/films in English?
☐ Yes
☐ No

Post-survey

Sofía Royo Vizcaíno   Universitat Jaume I

Survey: Attitude towards reading (2)

This survey is anonymous. Please, be HONEST when answering.

1. Sex:
☐ Male
☐ Female

2. Age:
_____

3. Did you enjoy the lessons?
☐ Yes
☐ No

4. What did you like the most?
_____
_____
_____
_____

5. What did you like the least?
_____
_____
_____
_____

6. Did you like the *Diary of a Wimpy Kid*?
☐ Yes
☐ No

7. Would you like to read the whole book in English?
☐ Yes
☐ No

8. And in Spanish?
☐ Yes
☐ No

9. Do you think you have learnt with the *Diary of a Wimpy Kid*?
☐ Yes
☐ No

10. Do you think it is possible for you reading a whole book in English and understanding it?
☐ Yes
☐ No

11. Do you think it is possible learning English with books (novels, etc)?
☐ Yes
☐ No

12. Would you like to continue learning English with the *Diary of a Wimpy Kid* or with other kind of literature?

☐ Yes
☐ No

13. Make any comment you want to. Feel free.

_____
_____
_____
_____
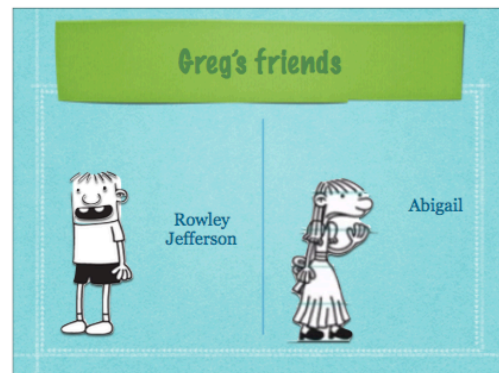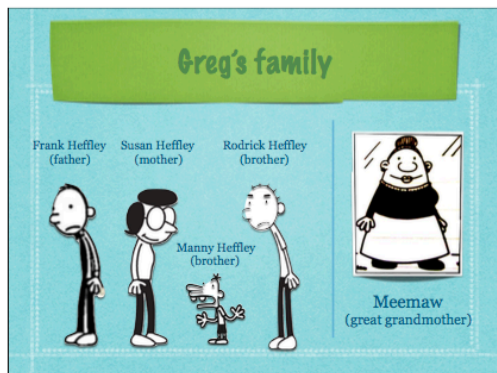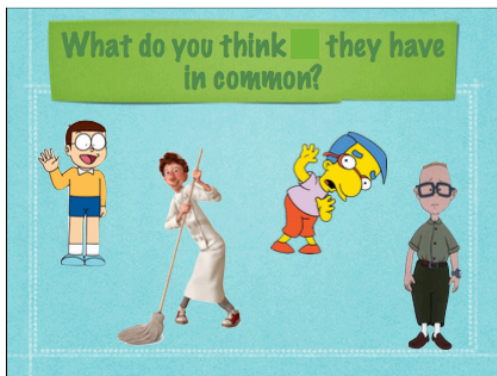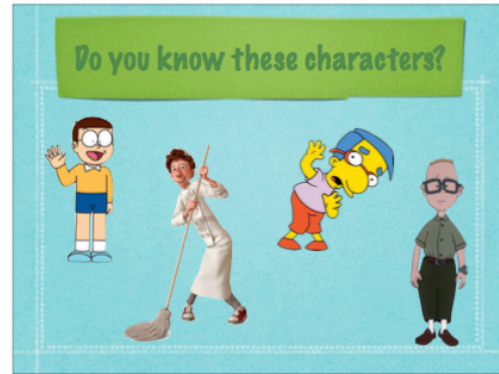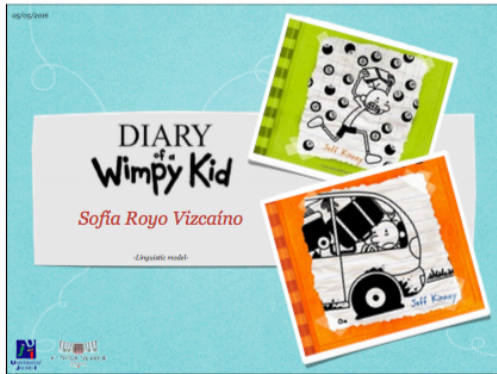
Why does Greg write a diary?
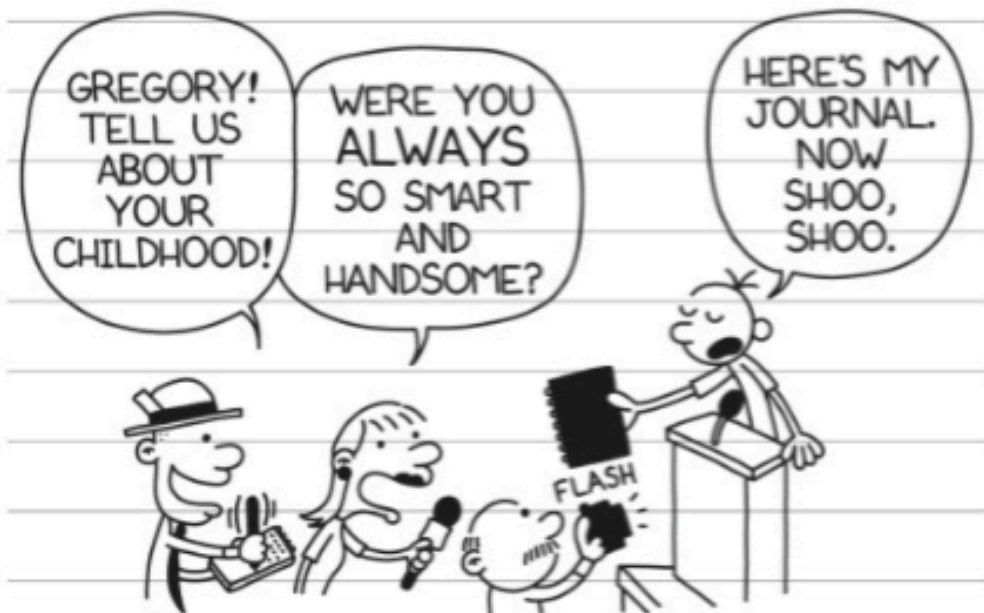
Anyway I think Mom has this idea I'm going to write down my "feelings" and all that, but she's not actually allowed to read it so I figure I'll just write what I want.

The real reason I agreed to do this at all is because I figure later on when I'm rich and famous I'll have better things to do than answer people's stupid questions all day long.

Predict YOUR future

Future tense:
WILL!

DIARY of a Wimpy Kid — HARD LUCK

We use **WILL** for: **PREDICTIONS & SPONTANEOUS DECISIONS**

Which is its structure?

Anyway I think Mom has this idea I'm going to write down my "feelings" and all that, but she's not actually allowed to read it so I figure I'll (just) ~~write~~ what I want.

The real reason I agreed to do this at all is because I figure later on when I'm rich and famous I'll ~~have~~ better things to do than answer people's stupid questions all day long.

Which is its structure?

I will be

I will listen

People will have

Subject + WILL + infinitive

We use WILL for: PREDICTIONS & SPONTANEOUS DECISIONS

Predict the future
Activity

Future tense:
BE GOING TO!

We use BE GOING TO for: PLANS & INTENTIONS

Which is its structure?

Which is its structure?

Subject + BE (conjugated) GOING TO + infinitive
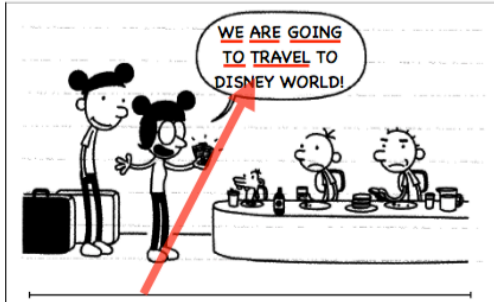
We use **BE GOING TO** for: **PLANS** & **INTENTIONS**

Write your own journal!
Activity

DIARY
of a
Wimpy Kid

GREG HEFFLEY'S JOURNAL

by Jeff Kinney

AMULET BOOKS
New York
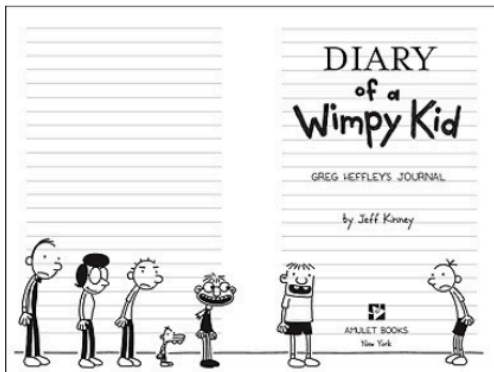
Greg's future!
Activity

"It's a little bit cloudy but I think it _won't rain_ (not rain)"

- "Were are you going Greg?"
- "I ____am going to visit____ (visit) my grandmother"

- "Do you need my help, Greg?"
- "No, thanks! Peter _is going to help_ (help) me"


"I feel really tired. I think I ____will go____ (go) to bed"

– "What do you prefer? Fish or meat?"
– "I ___will have___ (have) some meat"
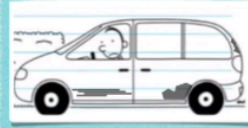
"Oh, daddy's car is too dirty! I ___will clean___ (clean) it"

SEE YOU NEXT CLASSROOM!

Anyway I think Mom has this idea I'm going to write down my "feelings" and all that, but she's not actually allowed to read it so I figure I'll just write what I want.

The real reason I agreed to do this at all is because I figure later on when I'm rich and famous I'll have better things to do than answer people's stupid questions all day long.

FUTURE

YOUR FIVE BOLD PREDICTIONS FOR THE FUTURE:

1.

2.

3.

4.

5.

(WRITE EVERYTHING DOWN NOW SO YOU CAN TELL YOUR FRIENDS "I TOLD YOU SO" LATER ON.)

Predict the

IN FIFTY YEARS:

Robots and mankind will be locked in a battle for supremacy. TRUE ☐ FALSE ☐

HA!

HEY!
QUIT IT!

DONK

Parents will be banned from dancing within twenty feet of their children. TRUE ☐ FALSE ☐

People will have instant-messaging chips implanted in their brains. TRUE ☐ FALSE ☐

u r a dork

Predict YOUR future

Answer these questions, then check back when you're an adult to see how you did!

WHEN I'M THIRTY YEARS OLD

I will be _____ metres _____ centimetres tall.

I will have the same basic haircut I have now. TRUE ☐ FALSE ☐

I will have the same best friend I have right now. TRUE ☐ FALSE ☐

I will be in really excellent shape. TRUE ☐ FALSE ☐

I will listen to the same kind of music I listen to now. TRUE ☐ FALSE ☐

I will have visited _____ different countries.

The thing that will change the most about me between now and then will be: _____

I will live _____ kilometres from my current home.

I will be: MARRIED ☐ SINGLE ☐

I will have _____ kids and a _____ named _____.

I will work as a _____ and make _____ dollars a year.

I will live in a _____ on a _____.

I will take a _____ to work every day.

ROAD TRIP...

Places to see
Mum is going to see
★the Big Ben
★
★
★

Map your route
Firstly, we are going to take a plane

Secondly,

Thirdly,

Fourthly,

Fifthly,

Sixthly,

Seventhly,

Eighthly,

Ninthly,

Tenthly,

Plan the ultimate

People to invite
★I am going to invite Rowley
★
★
★

Things to pack
Daddy is going to pack the camera
★
★
★

Music to bring
Rodrick and Manny are going to bring Queen
★
★
★

DIARY of a Wimpy Kid
GREG HEFFLEY'S JOURNAL
by Jeff Kinney

AMULET BOOKS
New York

"It's a little bit cloudy but
I think it _____ (not rain)"

- "We're are you going Greg?
- "I _____ (visit) my grandmother"

- "Do you need my help, Greg?"
- "No, thanks! Peter _____ (help) me"

"I feel really tired. I think
I _____ (go) to bed"

- "What do you prefer? Fish or meat?"
- "I _____ (have) some meat"

"Oh, daddy's car is too dirty! I
_____ (clean) it"
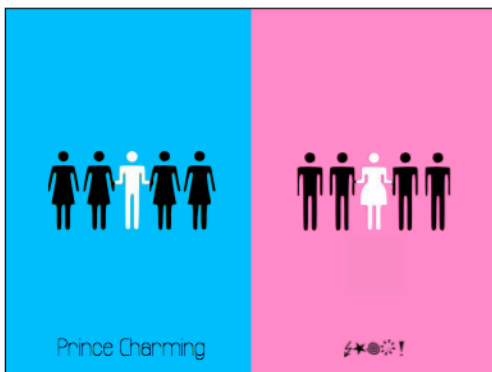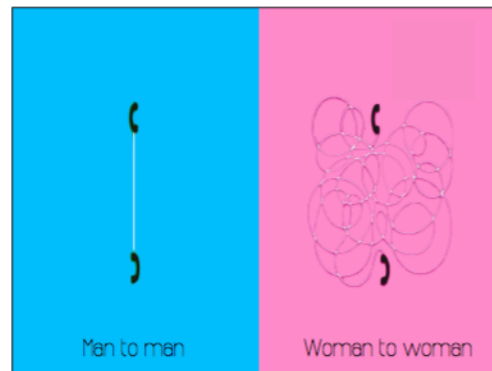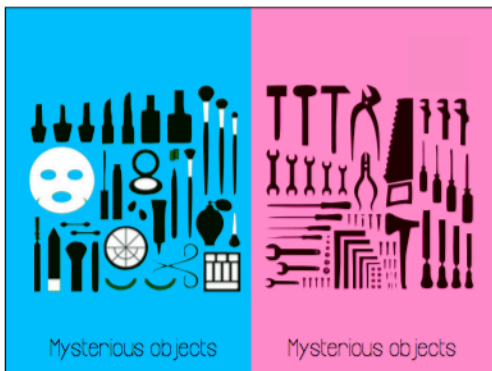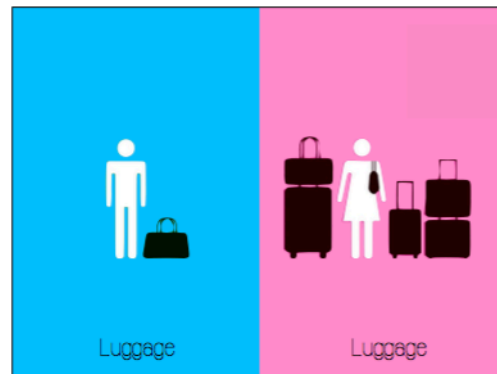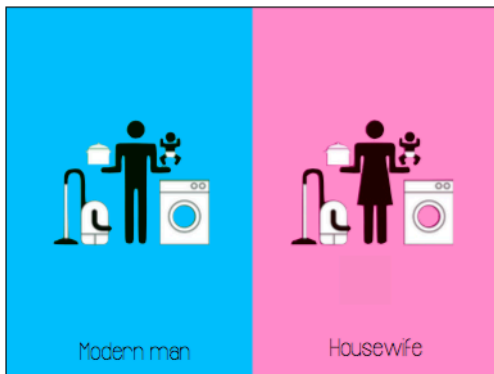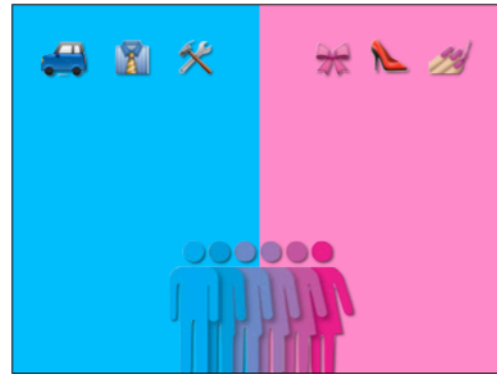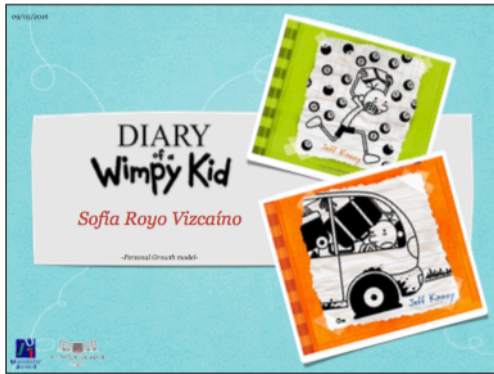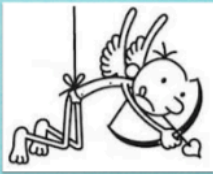
A "wimpy" relationship

I think Mom is just trying to make me feel better about my situation with Rowley anyway. Rowley's been my best friend ever since he moved into my neighbourhood, but things have really changed between us recently.

And it's all because of a GIRL.

Believe me, the last person in the world I ever thought would get a girlfriend was ROWLEY.

I always thought I'D be the one in a relationship and Rowley would be the guy everyone kind of felt sorry for.

GREG JR, WOULD YOU LIKE TO GIVE A HOT DOG TO MR ROWLEY?

YES, PAPA!

Wake up!

- Do you identify in these texts any stereotype related with the images of the beginning?

- How do you imagine your perfect relationship?

- How is your ideal man/woman?

Ideal man	Ideal woman

---

strong   generous   prudent   nurturer
brave   soft   independent
protective
creative   responsible   honest
kind
intelligent
sensitive   dominant
courteous
courageous   emotional   tactful
polite
attentive/thoughtful   talkative
autonomous

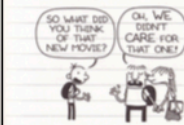But now that there's a girl in the picture things are TOTALLY different.

THAT'S IMMATURE!

Wherever Rowley is, his girlfriend Abigail is, too. And even if she ISN'T there it SEEMS like she is. I invited Rowley to my house for a sleepover last weekend so the two of us could spend some time together, but after about two hours I gave up trying to have any fun.

NO, YOU'RE CUTER! HEE HEE HEE!

And when the two of them are in the same place it's even WORSE. Ever since Rowley and Abigail got together, it's like Rowley doesn't even have his own OPINIONS any more.
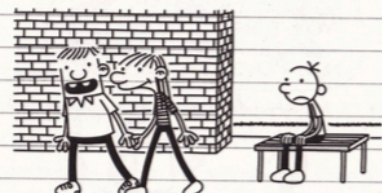
SO WHAT DID YOU THINK OF THAT NEW MOVIE?

OH, WE DIDN'T CARE FOR THAT ONE!

I was hoping this would've all blown over by now and things would be back to normal, but there's no sign of this ending anytime soon.
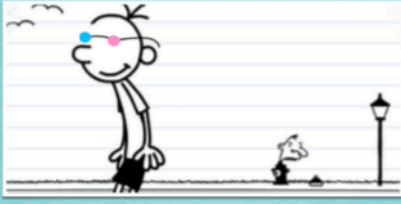
HAPPY NINE-AND-A-HALF-DAY ANNIVERSARY!

If you ask me, it's ALREADY gone too far. I've started noticing little changes in Rowley, like the way he combs his hair and the clothes he wears. And, I GUARANTEE you, Abigail is behind all of it.

The Wimpy Quiz: Kahoot!
https://kahoot.it

Genre glasses
Test

Imagine these images applied to the other genre...
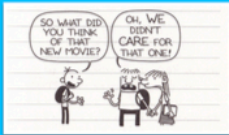What would people think about this behaviour in girls?

THAT'S IMMATURE!

A) Oh, it's normal. She's a teenager.
B) Ufff, so bad. Girls can't act like this publicly, it's ugly.
C) She could have more education. It's a dirty gesture, above all in girls.

Imagine these images applied to the other genre...
What would people think about this behaviour in girls?

NO, YOU'RE CUTER! HEE HEE HEE!

A) When a chick dates a guy, the rest of the world doesn't exist anymore for her.
B) Actually it's normal because it's typical in those ages.
C) All women are too much sickly-sweet.

Imagine these images applied to the other genre...
What would people think about this behaviour in girls?

SO WHAT DID YOU THINK OF THAT NEW MOVIE?   OH, WE DIDN'T CARE FOR THAT ONE!

A) Typical. Women do all what men like just to please them.
B) Yeah, they are so in love that they even lose their own personality.
C) Sometimes women are a little bit stupid and decide to change just to not disappoint their boyfriends.

Imagine these images applied to the other genre...
What would people think about this behaviour in girls?

HAPPY NINE-AND-A-HALF-DAY ANNIVERSARY!

A) Women always try to surprise, they are very thoughtful.
B) Chicks think that everything is ideal and rosy!
C) This is typical at the beginning of the relationship, there is no distinction between sexes.

So... are the same behaviours considered equal in both genres in our every day?
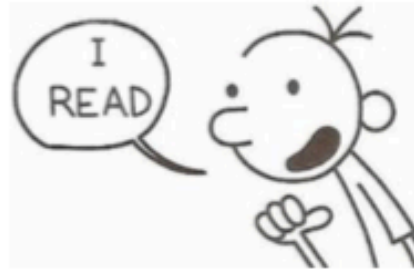

Hello, 1890s? You left your oppressive gender roles in our century. Can you please take them back?
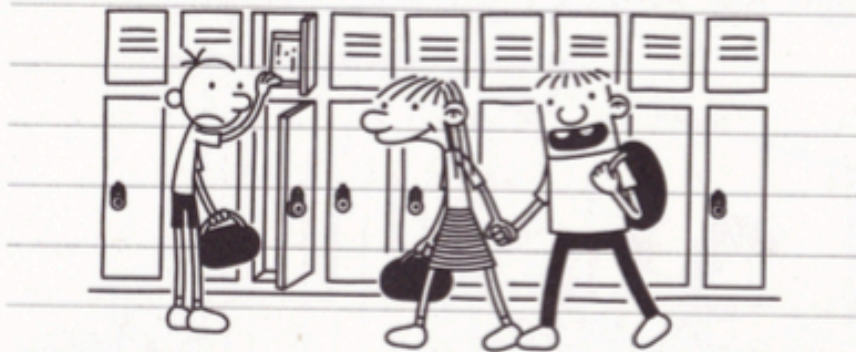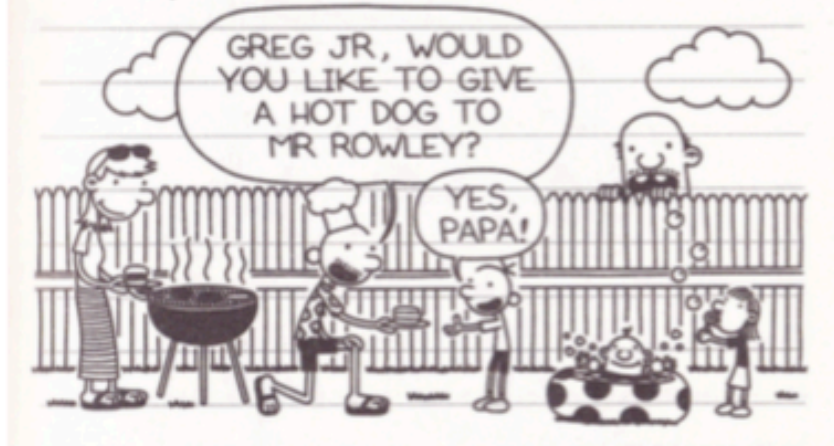
someecards
user card

I think Mom is just trying to make me feel better about my situation with Rowley anyway. Rowley's been my best friend ever since he moved into my neighbourhood, but things have really changed between us recently.
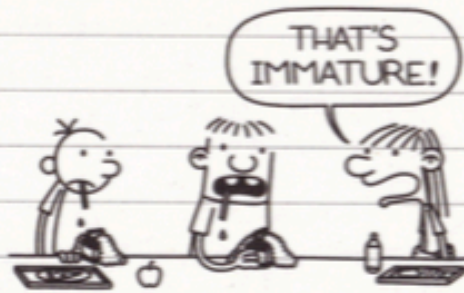
And it's all because of a GIRL.

Believe me, the last person in the world I ever thought would get a girlfriend was ROWLEY.

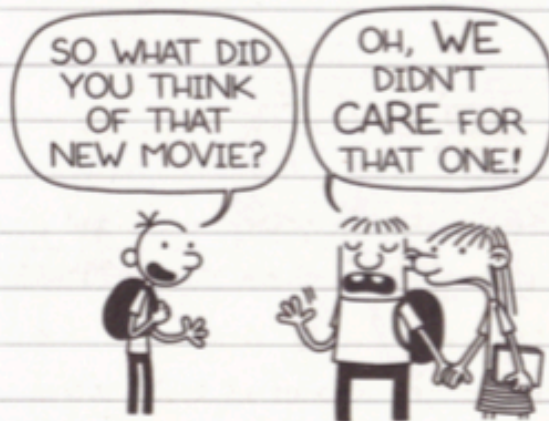| Ideal man	Ideal woman

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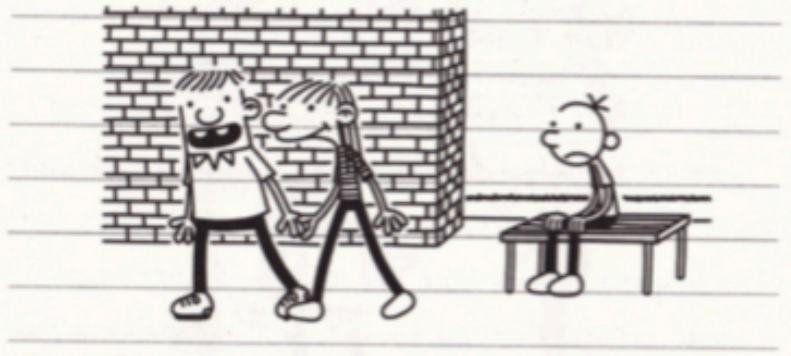
THE WIMPY QUIZ. Choose the correct option.

1. Since when is Rowley Greg's best friend?
A) Since they were 3 years old
B) Since they met at school
C) Since Rowley moved to Greg's neighbourhood
D) Since Greg's mum introduced Rowley to Greg

2. Why have things changed between Rowley and Greg?
A) Because Greg has a girlfriend
B) Because Rowley has a girlfriend
C) Because they argued
D) Because both have girlfriends

3. How does Greg imagine the future?
A) Greg is married with sons
B) Rowley is married with sons
C) Rowley is single
D) Greg is married with sons and Rowley is single

4. What is a sleepover?
A) A pijama party
B) A meeting for listening to music
C) The nap hour
D) Something used to sleep over

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5. Has Rowley got his own opinions?
A) Uhmmm… I'm not sure
B) Oh, dear, I didn't read this!
C) Yes, he has
D) No, he hasn't

6. Does Greg thinks that the situation between Rowley and him is going to change?
A) He thinks that it is impossible
B) He prefers not to think about that
C) Yes, he does
D) Oh, come on, I don't know!

7. Who is responsible for Rowley's changes?
A) Rowley
B) Rowley's mum
C) Greg
D) Abigail

GENRE GLASSES. What would people think about this behaviour in girls?
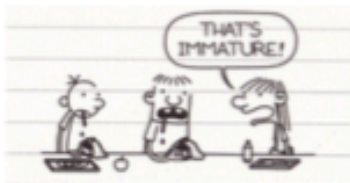
A) Oh, it's normal. She's a teenager.
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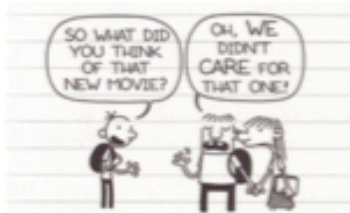
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Easter in other cultures oral presentation

- Choose a country
- Look for information and investigate how they celebrate Easter
- Create a poster/presentation
- Rehearse at home
- Show it to the rest of the class! (5-8 minutes)

Countries

Presentation tips

- Start by greeting and presenting yourself
- Use images to reinforce what you explain
- Do your poster/presentation very visual
- Write some sentences there not to get lost
- Don't get nervous, your classmates will present too!
- Smile and look at your audience
- REHEARSE, REHEARSE AND REHEARSE!

DIARY of a Wimpy Kid
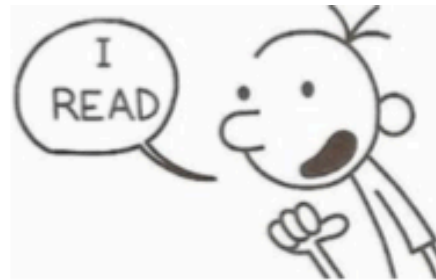
I READ

Even though Gramma's house is boring, Easter actually used to be pretty fun. When Great Granny Meemaw was still alive, we'd always have a big Easter egg hunt at Gramma's.

MEEMAW

Anyway, Meemaw was in charge of putting prizes in the plastic eggs for the Easter egg hunt. She'd stuff them with things like candy and change, but every so often she'd drop in a five-dollar bill.

PLASTIC EGGS

Then she'd hide the eggs inside Gramma's house and in her backyard.

After Easter brunch, all of us kids would go to Gramma's backyard and get ready to fill up our baskets with as many eggs as we could find.

Meemaw used to overdo it with the eggs, though, and hide WAY more than she needed to. In fact, I'll bet you could go out in Gramma's backyard right now and STILL find enough to fill up a basket.

Sometimes I'll find an egg at Gramma's in a cabinet or stuffed between the couch cushions. A few weeks ago Gramma's toilet wasn't working, and Dad found a pink plastic egg in the water tank that had probably been bobbing around in there for YEARS.

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Exam
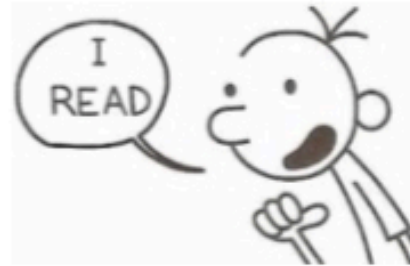
1. Complete the sentences using the future tense required for these predictions and spontaneous decisions with the verbs in the box.

> turn / be / buy / rain / like / go / swim

- I can't hear the radio!
OK, I _____ it up so you can hear it.

- I think Hillary Clinton _____ the next President of the USA.

- In 2020 people _____ more hybrid cars.

- Look at the clouds! It _____ soon!

- I think my brother _____ this CD.

2. Complete the sentences using the future tense required for these plans and intentions with the verbs in the box.

> fly / have / throw / have / see / watch / play

- We _____ to Rome in August.

- Abigail's sister _____ a baby.

- We _____ a barbecue tomorrow. It's all planned, so I hope it won't rain.

- They have got tickets to see Lady Gaga. They _____ her in October.

- I'm all dressed up in my new football kit because I _____ today.

3. Complete the dialogue between Greg and Rowley using *will* or *be going to*.

GREG: What are you doing this weekend, Rowley?

Name: Date:
Surname:

ROWLEY: I _____ (see) a musical on Sunday in Broadway.

GREG: Have you got the tickets?

ROWLEY: Oh, no! I _____ (buy) them this afternoon. Do you want to come with me?

GREG: Yes, thank you!

ROWLEY: Ok, I _____ (buy) a ticket for you too.

GREG: Great! What time does it start?

ROWLEY: Nine o'clock, but we _____ (meet) at the bus stop at half past eight.

GREG: OK, I _____ (meet) you at the bus stop too.

4. Do you remember the story about Rowley's girlfriend? Poor Greg, he was alone... Write predictions and plans for the couple. Will they get marry? Will they split up? Will Greg start a relationship with Abigail later? Use your imagination.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Complete the sentences with the correct word.

independent / strong / talkative / nurturer / dominant / polite / creative

Men that have lots of muscles are _____. They are very handsome!
Is this a typical gender-role? YES / NO

Women are very _____, they are always speaking with other people.
Is this a typical gender-role? YES / NO

Nowadays men and women are _____ at the same level. They don't need other people to live, they can live their daily life alone.
Is this a typical gender-role? YES / NO

Men are very _____. They are leaders as a lion in the jungle.
Is this a typical gender-role? YES / NO

Many women don't swear, they never words like "idiot" because they are very _____.
Is this a typical gender-role? YES / NO

Rubric

Rubric for the oral presentation

	YES	NO
They present themselves clearly. All the members speak.		
They introduce the country they are going to speak about.		
They explain the main features of the topic clearly.		
They have good pronunciation and they are fluent.		
They don't make serious grammar mistakes and can be understood.		

Rubric for the poster/slides

	YES	NO
It has visual coherence. It is attractive and creative.		
Enough information (without many, many sentences).		
The images correspond to what they explain.		
There aren't grammar mistakes.		
All the members of the group have worked in the poster.		