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(De)Constructing Gender in the EFL classroom through Young Adult Fiction and a Web Series

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Abstract

This thesis attempts to combine the learning of English vocabulary and grammatical structures with the deconstruction of gender and heteronormative stereotypes and prejudices so as to prompt the development of linguistic and socio-civic competences in first-of-*Bachillerato* students. Cultural clichés will be addressed in combination with gender contributing to develop the intercultural competence in the EFL class. Social media (ab)use shall be also relevant to foster adolescents' responsible usage of social networks, at the same time contributing to improve students' digital competence. Departing from the implementation of reading and listening activities, the YAF (Young Adult Fiction) novel *Asking for It* and the web series *The What's Underneath Project* will serve as pretext to develop writing and speaking tasks. Although all the activities emerging from this proposal shall place learners at the centre of their learning process, teachers shall play a crucial role in the promotion of students' critical thinking when dealing with these materials. Against this background, in order to guarantee a successful development of students' learning-to-learn competence, special emphasis shall be given to formative assessment and self-assessment tools. By suggesting the use of real-life materials as complementary materials that compensates textbooks' artificiality in the EFL classroom, this proposal seeks to justify the usefulness of YAF and web series to celebrate cultural/sexual diversity and gender equality. The implementation of this proposal would lead to develop some of the key competences –linguistic, socio-civic, intercultural, digital, and learning-to-learn– established in the *Ley Orgánica para la Mejora de la Calidad Educativa* (LOMCE). Hence, the focus of this proposal shall be placed on learners' communicative competence in order to prepare students to be tolerant, respectful, and competent communicative speakers in the diverse and globalized world they inhabit nowadays.

Key words: YAF; web series; gender awareness; socio-civic competence, critical thinking

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1. Introduction

As stated in the *Common European Framework of Reference for Languages* (CEFR), learners' capacity to communicate is not only conditioned by their linguistic knowledge, understanding and skills, but also by their attitudes, i.e., by the degree of "openness towards, and interest in, new experiences, other persons, ideas, peoples, societies and cultures [as well as the] willingness and ability to distance oneself from conventional attitudes to cultural difference" (Council of Europe 2001, 105). That is why, it is of special importance to enhance learners' acquisition of sociocultural knowledge in order to guarantee a successful communication and performance when it comes to interpersonal relations, which may involve communication between people of different social classes, cultures, sexes, and family structures, among others (Council of Europe 2001, 102).

The achievement and development of learners' sociocultural knowledge is related to the abilities that the socio-civic competence aims to promote. According to the "Curriculum Autòmic de Primera Llengua Estrangera de Batxillerat" (Govern de les Illes Balears 2013, 1-2) these abilities, together with the ones promoted by the other key competences, are essential for learners to reach personal, social, and professional development. As its name indicates, the socio-civic competence draws attention to one's social development since it is related to learners' understanding of the concept of equality and non-discrimination between sexes, cultures, and ethnicities. It also refers to learners' ability to develop their critical thinking when observing and analysing the information and messages they are exposed to in real life, as well as their willingness to dismantle stereotypes, overcome prejudices, and respect differences.

The problem that may arise in the EFL class when it comes to encourage learners' development of the aforementioned competence has to do with the materials used to teach English, and very likely the established curricula which, more often than not, are not updated to the changes and evolution of society. Generally speaking, teachers resort to textbooks as their guide to teach EFL (López-Jiménez 2009, 60) and, although they may serve as useful tools to

develop learners' linguistic competence, they seem to be less appropriate when it comes to the development of the cultural and socio-civic competences. The reason of textbook's alleged inappropriateness lies on its tendency to promote ideas such as white privilege or racial discrimination, as it happens with "the curriculum for its implications in the construction of gender relations and in the definition of gender-appropriate behaviour and roles" (Weiner 1994, 27-50 in Coppola 2003, 103). Therefore, it is necessary to have a critical attitude towards both textbooks and the English syllabus in order to give visibility to certain cultural minorities and collectives such as the LGTB community that have been underrepresented (Coppola 2003; O'Mochain 2006; Norton and Pavlenko 2012; Pawelczyk et al. 2014; Sadker et al. 1991; Sunderland 2000). Approaching English textbooks and syllabuses critically also becomes a way of giving students the chance to unlearn gender and cultural misconceptions and biases, which is of special interest in the 21st century where socio-cultural diversity is a key feature of many secondary schools' classrooms.

However, this does not imply getting rid of textbooks for, as already mentioned, they provide useful activities to practice, for instance, grammar and vocabulary. Thus, materials in textbooks are to be taken advantage of but approaching them with a critical attitude and, at the same time encouraging and acknowledging the use of other tools such as literary texts and Internet resources. Therefore, the present situation does not necessarily require substituting, but adapting, and specially complementing and updating the textbooks used in the EFL classroom in order to guarantee a successful development of learners' socio-civic competence. The same applies to other subjects such as Catalan and Spanish, from which the same values can be promoted by means of adapting and complementing the materials available with various and updated resources.

Resorting to literary texts may seem a helpful means of working with socio-civic values since fictional texts are popularly conceived as weapons that address and enable the discussion of issues related to stereotypes, prejudices, and situations of power imbalance (Coppola 2003). In addition, the Internet offers multiple resources to supply the absence or lack of visibility of certain topics, as well as the perpetuation of misconceptions in textbooks (Pawelczyk et al. 2014,

52), which nowadays, taking into account Prensky's notion of students being "digital natives" (2001, 1), may be even more effective and engaging than literary texts.

2. Justification

Considering what has been mentioned in Section 1, the didactic proposal suggested in this thesis shall depart from a wide range of theories and studies which seek to provide alternative materials that might be used in the EFL classroom other than textbooks (Kramsch 2016, 185) to deal with issues such as drug-taking, sexual abuse, racial discrimination, and gender/sexual relationships; issues that have to do with common problems among adolescents and, thus, ones which students can identify with. A significant amount of research in this topic has been related to the use of Young Adult Fiction (henceforth YAF) functioning as a useful tool for students to empathize and cope with the difficulties experienced by these novels' main characters, who are also teenagers (Andersen 2014; Bean and Moni 2003; Landt 2006; Palmi et al. 2016). Most of the references consulted draw special attention to multiculturalism and issues related to culture. Similarly, further research on this topic has suggested the use of fictional TV series as possible resources to tackle issues of language and culture (Hoff 2013, 32), the latter being of particular interest in this thesis, especially in connection to questions of gender, which will be the focus of attention of this didactic proposal. Therefore, the proposed materials shall be strategically selected to offer students the opportunity to address issues of intersectionality; more specifically, the double discrimination of people according to the categories of race and gender.

Another focus of interest of the thesis shall be related to reflect on the (ab)use of social networks following a metacognitive approach. For this reason, a web rather than a TV series has been chosen for this project. In the same way, some of the speaking and writing activities suggested in the EFL class shall involve the usage of social networks, since this way students can think of the effects and benefits of social media by means of working with them. Along these lines, some research has been also conducted in order to prove how YAF has

become a useful tool to enhance students' development of the digital competence and to increase their awareness in relation to the (ab)use of social networks and their surveillance potential (Flanagan 2014, 128). Accordingly, the choice of the selected YAF text has been motivated for its depiction of social media and the questions related to this topic present in the reading guide that comes with the book. Therefore, the concept of "participatory surveillance", a term designed to describe an individual's willing submission to surveillance through online activities such as shopping and social networking" (Flanagan 2014, 128), will be addressed as the focus of discussion in some of the writing and speaking assignments.

Both the novel and the web series shall offer a reflection of the advantages and disadvantages of being constantly online and in contact with social media. In order to help students to develop, and come up with their own opinions about this particular topic, they will be exposed to a positive and negative portrayal of social networks. The novel is more oriented to offer a bad depiction of social networks and to present their surveillance potential as an attack to people's privacy. On the contrary, the web series illustrates the possibilities that social networks offer to make personal experiences become public, and to share them with users worldwide, which may be helpful for people who have gone through, or are dealing with similar problems. This is particularly relevant considering that the emphasis of this proposal is on the digital competence together with the linguistic, learning-to-learn, intercultural, and socio-civic competences.

3. Objectives

Against this background, and without putting the linguistic objectives of the EFL aside, this thesis aims to put forward a didactic proposal oriented to develop and improve learners' aforementioned set of competences through the use of *Asking for it*, a YAF novel, and *The What's Underneath Project*, a YouTube's web series in English. Such didactic model shall focus on enhancing students' opportunities to practice and improve their writing and speaking skills using the skills of reading and listening as point of departure. Special emphasis will be placed on the use of technological devices and social networks in order to work and have a critical attitude towards real-life material, which are among the objectives that the socio-

civic and digital competences pursue. In addition, the use of different social networks will be promoted and discussed so as to develop learners' capacity to acknowledge the advantages and possibilities that these resources offer, as well as to raise awareness of the consequences of (ab)using them. The discussions of social values and social media usage that are expected to arise with this proposal will be centred on gender issues and relationships, together with other topics such as racial discrimination which may come up and will be discussed in connection to gender issues. Following Romera and Eceiza's claim, in order to avoid a perpetuation of gender and cultural biases and stereotypes, it is of crucial interest to carry out and apply didactic units addressed to unlearn prejudices around gender and culture, and move towards equality (2017, 163). Therefore, this proposal seeks to widen and contribute to previous research on how preconceived gender roles and prescriptive sexual and love relationships that may be present in the EFL curriculums can be challenged through the use of fiction and real-life materials.

Considering that *Bachillerato* students of second year (17-18 years old) are generally the oldest and thus, supposedly, the most mature students in high school, and the ones with the best command of English, needed to deal with the suggested materials, this proposal would ideally be addressed to such a group. However, the overloaded curriculum and the time constraints that *Selectividad* involves make the proposal more suitable for first of *Bachillerato* students since they can devote the time required to read and work with a whole novel throughout the course, as well as to explore the videos with more depth.

Despite the curriculum and time limitations, with some minor adaptations, the didactic proposal could be understood as a continuation project and, thus, extended to second of *Bachillerato* groups, which would be recommended to guarantee a successful development and acquisition of the socio-civic and intercultural competences. The continuation of the aforementioned proposal would require an adaptation or reduction of materials. For instance, rather than working with a whole novel, fragments of *Asking for it* or another YAF novel could be selected to work with reading and writing skills. Similarly, in order to practice listening and speaking, a shorter web series such as *Her Story*, which deals with

issues related to the visibility of the LGBT community and aims to dismantle heteronormativity, could be chosen to deal with new topics and/or with those that have already been discussed in first of *Bachillerato*.

All in all, the results that this proposal seek to achieve are addressed to develop students' communicative competence, focusing on the parallel development of their socio-civic and intercultural competences. This is of crucial importance taking into account the globalized world in which students live nowadays, since it requires being constantly exposed to interpersonal relations with people from different cultures, ethnicities, and sexual, political and religious orientations. Learners' critical thinking, respect, and awareness of cultural and sexual differences are key to succeed in these encounters, which proves that socio-civic and intercultural competences deserve the same attention as the linguistic and communicative competence in the EFL class.

4. Literature review

Departing from studies and theoretical framework related to the (de)construction of gender and heteronormative roles and behaviours presented and promoted in EFL textbooks (Coppola 2003; O'Mochain 2006; Norton and Pavlenko 2012; Pawelczyk et al. 2014; Sadker et al. 1991; Sunderland 2000), this proposal seeks to jump on the bandwagon of "research into how the categories of gender and sexuality are constructed in 'English as a foreign language' textbooks as well as in the context of teachers' mediation of textbooks' (gendered) contexts in classroom interactions" (Pawelczyk et al. 2014, 49-50). To do so, the present didactic proposal lies on the use of real-life materials, which, at the same time, serve to supply the lack of authenticity that textbooks offer in the EFL class (Kramsch 2016, 177). Another crucial aim of the proposal is to enhance students' development of the intercultural competence by means of exposure and treatment of cultural topics such as racial and ethnic discrimination, especially in combination with gender. YAF has proven to be a useful tool to tackle such issues in the EFL class (Andersen 2014; Bean and Moni 2003; Coppola 2003; Hanson 1996). Similarly, YouTube offers a discussion and reflection of these same topics (Burgess and Green 2009; Day 2017) by the web series it broadcasts. Both the

novel and the web series leave room for the discussion of social networks (ab)use and (over)reliance (Flanagan 2014), another key objective of the didactic proposal presented here.

4.1. Moving towards Gender Equality in the EFL Classroom

In accordance with Coppola's claim, "a feminist point of view focuses on curriculum knowledge as culture-bound and socially constructed, i.e. as a reflection of taken-for-granted social expectations and cultural assumptions" (2003, 103). Bearing this in mind, the didactic model suggested takes a feminist standpoint aiming to challenge the stereotypes, prejudices, and misconceptions present in the English EFL curriculum, specially, those that appear in EFL textbooks. According to Pawelczyk et al., "most textbooks are permeated with heteronormativity, for example, by mentioning only nuclear families [...] with two married opposite-sex parents [and/or by presenting] heterosexual attraction and romance" (2014, 58-59). Apart from contributing to perpetuate heteronormativity, clichéd gender assumptions tend to be promoted: "there may for example be a clash between women's/girls' professional aspirations and the stereotypical portrayals of women in their EFL textbooks" (2014, 54). As Coppola points out, this turns to be specially worrying since

this devaluation of gender differences shape women's and men's self-perceptions, as it contributes to their assimilation of stereotyped female roles and behaviours, while preventing both sexes from fully expressing their individuality through confrontation to otherness. To counteract such effects, awareness of the value of difference, and interaction with diversity (be it related to language, culture or gender) are objectives to be pursued in order to fulfil the criteria for feminist and pluricultural pedagogies. (2003, 103-104)

To confront this problematic, the teacher becomes relevant in the EFL class to encourage students' critical attitude towards the content they are exposed to so as to come up with different interpretations (Coppola 2003, 108). Pawelczyk et al. seem to share the same approach, for they claim

gender-based texts are not necessarily vehicles of discrimination if teachers choose to use them critically in the classroom as means of challenging students' presuppositions – a teacher can 'rescue' a sexist or extremely heteronormative text. (2014, 56)

In correspondence to this statement, the present proposal goes against the "authoritative position of the text" (Pawelczyk et al. 2014, 53) encouraging learners to have a critical approach towards textbooks and other materials used for language learning (2014, 53) so as to (re)address and (de)construct gender roles and sexual/love relationships. In order to guarantee a successful approach and discussion which allows

to recognize diversity and achieve parity and inclusiveness, teachers may introduce controversial topics that students have not raised. In doing so, they often opt for a problem-solving approach that invites students to respond to particular scenarios and discuss ways in which specific situations would be treated across languages and cultures. Ensuing discussions raise students' familiarity with alternative discourses of gender and sexuality and enhance their ability to reflect critically, to interpret verbal and nonverbal behaviors in context, and to perform gender in context-appropriate ways. (Norton and Pavlenko 2012, 510)

Bringing up controversial subjects and thought-provoking discussions may be challenging because the teacher should be prepared to combat the homophobic comments that may arise (Pawelczyk et al. 2014, 60). Therefore, once again, the role of the teacher appears to be crucial to monitor and moderate discussions raised around gender and cultural issues. Even though "teacher's discourse and classroom discourse management during interaction have enormous potential for promoting or not certain gender discourses and hence gender relations in ways that (dis)empower students" (Pawelczyk et al. 2014, 56), all the activities and tasks emerging from this proposal shall place learners at the centre of their learning process following the dictums of the *Ley Orgánica para la Mejora de la Calidad Educativa* (henceforth, LOMCE), which aim to satisfy the development of their learning-to-learn competence, among others.

4.2. Resorting to Real-Life Materials

Although a critical approach towards textbooks may give the opportunity to debunk the gender stereotypes that they contain, addressing gender in the EFL class implies changes and adaptations of the curriculum by means of innovative materials (Norton and Pavlenko 2012, 504-505). In order to have a major exposure to and deal better with gender issues and concerns,

feminist theorists and teachers have been developing strategies for re-writing the curricula, and, in particular, the foreign literature syllabus, and for re-defining the objectives of and the approach to foreign literature and language teaching. (Coppola 2003, 96)

The role of teachers concerned with these issues is even more relevant considering that, apart from approaching textbooks critically and promoting discussions that may lead to controversy, they are uncharged of looking for new materials and proposing activities related to them that ensure gender discussions to take place.

When selecting and choosing these materials, teachers should bear in mind the need to “expose learners as much as possible to spoken or written texts that have not been fabricated for pedagogical purposes” (Kramsch 2016, 185). The intention of this measure would be to combat “the prefabricated artificial language of textbooks and instructional dialogues” (2016, 177), thus encouraging students “to put their understanding into action through comprehension/discussion questions and communicative activities” (2016, 185). The use of real-life materials contributes to meet the requirements established in the LOMCE in relation to promote students’ development of the learning-to-learn competence since, according to Kramsch, authentic materials “require students to explore various levels of understanding and to be conscious of their own knowledge assets and deficits” (2016, 201). Students’ awareness of their acquisition of knowledge is particularly related to metacognition and its approach to learning as it consists of students’ self-consciousness and autoregulation of

their learning process (Osses Bustingorry and Jaramillo Mora 2008, 191), which in turn, is associated with the learning-to-learn competence.

4.3. Justifying the Usefulness of YAF in the EFL class

Literary texts are amongst the most commonly used tools to complement textbooks, and to tackle the gender and cultural issues that may be present in the EFL class. As Coppola points out

the teaching of literatures in English would provide teachers with several aspects of diversity: while remaining within the field of English as a foreign language, teachers could focus alternatively on linguistic, cultural, racial, social, or gender differences. (2003, 105)

Therefore, resorting to literature not only allows enhancing learners' linguistic competence by meeting the curricular demands of the EFL subject (Govern de les Illes Balears 2013, 1-2), but also enables and fosters students' development and acquisition of other key competences gathered in the LOMCE (Ministerio de Educación, Cultura y Deporte 2016), such as the intercultural and the socio-civic ones.

When it comes to use literature in the EFL class, learners either see "reading as an exercise to reinforce their knowledge of grammar and vocabulary, or they treat writing texts only as a source of information about the foreign culture" (Kramsch 2016, 6). Against this dichotomous approach to and limited perception of literature, this proposal seeks to take advantage of the literary text for students to learn vocabulary and grammar in context at the same time they digest, question, and (re)interpret the information presented in the chosen materials, which are not legitimated, and hence, their questioning and reinterpretation is encouraged.

Apart from catering to the educational objectives and demands of the LOMCE (Ministerio de Educación, Cultura y Deporte 2016) and the EFL curriculum (Govern de les Illes Balears 2013), Kramsch highlights the fact that literary texts are appealing and interesting for learners (2016, 131), which contributes to increase their motivation and subsequently, their learning and

results. Several authors underline the usefulness of young adult literature in particular (Andersen 2014; Bean and Moni 2003; Coppola 2003; Hanson 1996) because, as stated by the latter, “it deals with issues that young adults are concerned with and that affect their young lives: peer pressure, friendships, teenage pregnancy, first love, making decisions about the future, suicide, drugs and alcohol, college, and many more” (Hanson 1996, 2). This observation has been what has motivated the choice of a YAF novel for this proposal. Students may be more or less familiar with the topics discussed in young adult novels, which according to Hanson, is another key aspect of YAF for it has “the ability to hook the reader through familiarity and then open new windows through novelty” (1996, 2). For instance, peer pressure or bullying is a topic that must be familiar for the majority of students, if not all, either for being victims or witness of it. Moreover, for its frequent occurrence, it appears in textbooks, which again, familiarizes students with the topic. In contrast, issues involving transsexual/transgender people and relationships may be unknown for many students because of the lack of presence of trans people in the environments in which they relate, and the invisibility of this collective in textbooks.

The exemplified topics are addressed in the materials that have been selected for this proposal in order to deal with the issues they involve and to familiarize students with them. Bullying is discussed in both the novel and one of the videos chosen so as to reduce and prevent its victims, thus contributing to the objectives of the “Protocol de prevenció, detecció i intervenció de l’assetjament escolar de les Illes Balears” (GOIB 2018a) regarding bullying’s prevention. Similarly, transsexuality is also treated in one of the episodes selected with the aim of giving visibility to this theme as well as fighting the discrimination that transsexual or transgender people have to face. Dealing with this topic also becomes a way of collaborating with the goals established in the “Protocol de detecció, comunicació i actuacions per a alumnes transsexuals i transgènere als centres educatius de les Illes Balears” (GOIB 2018b). Addressing topics such as these ones in the EFL class reflects the interdisciplinary nature of this subject for its capacity to discuss issues that may be also treated in other courses such as “Ethical Values”, “Religion”, “Catalan”

and/or “Spanish”. Again, this matter reveals itself as entailing a special interest because dealing with the same issues in more than one subject is known to facilitate students’ familiarization with those issues, hence accelerating the acquisition of competences such as the socio-civic, involved in the discussions.

By offering learners the chance to reflect on and give their opinion about problems and concerns that affect them or people like them, “literature can serve as a bridge to awareness and understanding and help students make intercultural connections” (Landt 2006, 692). The use of YAF in the EFL class becomes a way of emphasizing the similarities rather than the differences that exist between people from different cultures and sexes by showing how issues such as sexual harassment, and gender discrimination occur to people from different ages, cultures, and ethnicities. Therefore, literature gives the opportunity of “exposing students to a broader view of the world and reducing prejudice and misunderstanding” (2006, 694), which is among the main aims of this proposal that pursues prejudice reduction in connection to gender and culture, particularly, to fight biases and stereotypes resulting from these categories in combination.

In order to guarantee that students counteract cultural and gender stereotypes, biases, and misconceptions, teachers should encourage them to have a critical approach and see how “the texts themselves become manipulable, transparent constructions that may be accepted or rejected and in which multiple meanings are explored” (Bean and Mori 2003, 646). As explained by these authors, studies on teaching literature in the US show a tendency of secondary English teachers to guide the reading discussions. In these cases, the emphasis is on the teacher leading the analysis and activities around the literary text. Other teachers opt for limiting their role to monitor the activity and, instead of guiding the reading process, they allow readers to approach the materials personally and intertextually (2003, 639). The second approach suits better this proposal and the objectives of the LOMCE of placing students at the centre of their learning process by encouraging their critical thinking. Nevertheless, this does not imply leaving the teacher outside the discussions as some guiding is required because of the challenges that dealing with a foreign language text implies. What is more, the intervention of the teacher is necessary to address certain topics which may

not come up but that are key for this proposal. Last but not least, in order that students “understand how they are being constructed as adolescents in the texts and how such constructions compare with their own attempts to form their identities” (Bean and Mori 2003, 639), a special emphasis is placed on urging a critical approach to the texts and materials they are being exposed to.

Students’ ability and willingness to challenge and question some of the ideas presented in the materials they deal with in a tolerant, respectful, and constructive way is relevant when checking and assessing their development and acquisition of a set of competences such as the linguistic, communicative and socio-civic. Therefore, following Coppola’s claim,

the assessment of literary competence should be focused on linguistic accuracy and/or fluency, but also especially on the readers’ communicative competence, on their active and creative responses to the stimuli from the text –and not on their mere acquisition of given notions or ideas. (2003, 108)

The same criteria are applied when assessing learners’ analysis, interpretation, and discussion of media, TV series and/or web series, which, in the same way as literary texts, become vehicles to make up for the artificiality of textbooks and to increase the opportunities to discuss gender and cultural topics in the EFL class.

4.4. Supporting the Use of Web Series to Learn English and Values

Several studies have been carried out to analyse the effects of involving students in the criticism of gender and identity stereotypes portrayed in the media (Bean and Mori 2003, 641). In one of these studies, the analysis was directed to assess the usefulness and results of watching a TV series in the EFL classroom. The conclusion reached after conducting this particular study was the relevance of the teacher in raising students’ awareness on how to deal with this material (Hoff 2013, 34). As has proven to be the case when working with literary texts, teachers have a crucial function because they are uncharged of promoting a critical attitude towards the materials used thus engaging students to challenge and question

stereotypical or biased values that can be appreciated in such materials. It is the job of the teacher to constantly remind their students to ask themselves not only what is seen in these materials, but also what is not seen, since they may detect gender stereotypes but do not mention cultural or racial issues just because there are no different cultural backgrounds represented in the products they are working with. Taking into account that “YouTube is structurally invested in supporting users who do not fit into the norms of mainstream media” (Day 2017, 2), a web series broadcasted on this platform has been selected for this proposal so as to compensate the lack of representation and visibility of cultural minorities, among others.

Exposing learners to different cultural voices and experiences is a way of familiarizing them with diverse opinions and values, which, at the same time, enables students to interpret things differently. That is why, “this type of discourse involves a detachment from one’s own beliefs and expectations, and stereotypical attitudes may thus be exposed and challenged” (Hof 2013, 47). Becoming aware of prejudices and stereotypes is important for students to correct “aspects of their own behaviour and ways of relating to the world around them” (2013, 46). Hoff also mentions that interacting with materials such as TV series have an influence in adolescents’ construction and development of their identities (2013, 47). As shall be argued and proved, the same applies to the web series chosen for this proposal for it aims to enhance students’ intercultural and socio-civic competences so as to prepare learners to be competent communicators and tolerant citizens able to interact in the current diverse and globalized world.

4.5. Encouraging Students’ Familiarization with Different Varieties

The exposure to different varieties of the target language is another important aspect that needs to be considered in relation to improving students’ intercultural communicative competence. The present proposal attempts to address this concern by means of an Irish novel and an American web series in which different accents and dialects are spoken. Apart from their content-based usefulness, these materials also become tools to resist the weight given to a particular linguistic and cultural variety, thus giving light to other varieties of language apart

from British or American English, which are the ones that prevail in the EFL class, and those taken as the norm (Coppola 2003, 98-99). Coinciding with Coppola, Kramersch points out that “given that language teachers have to teach both a normative linguistic system and its variable instances of use, attention to context [...] encourages diversity of experience and reflection of that diversity” (2016, 11). Although the novel selected for this proposal is written in Irish English, the exposure of diverse cultural and linguistic experiences is better reflected through the selection of episodes of the web series.

In this regard, it is important to bear in mind the challenges that the fact of dealing with different varieties and accents may entail for students. “Although the learners may initially welcome a multimodal text as a respite from the textbook in the classroom, their immediate enthusiasm may soon turn into frustration and disinterest if they find the material difficult to comprehend” (Hoff 2013, 32). Therefore, and once again, it is necessary to highlight the function of the teacher, in this case, not only to conduct the required adaptations that a particular group may need to enable students’ understanding and comprehension of what they are listening, but also to keep in mind students’ background knowledge about certain issues and topics (2013, 46). That is, the teacher’s presence is specially needed to check what learners know about a particular topic because their comprehension may be hindered not because of the difficulty to follow the accent or speech’s pace of the speakers but because of the unfamiliarity with some of the concepts they use.

Needless to say, adapting the materials is sometimes necessary to ensure that students can understand what is said in the videos but, in these cases, the role of the teacher is not as relevant as it used to be because “recent developments in video and computer technology attempt precisely to help students achieve on their own the relational learning necessary to make sense of real-life materials” (Kramersch 2016, 196). Just to give an example, accessing the web series on YouTube offers students the opportunity of including subtitles on the video in case they need them, or even reducing the pace of the speech so as to follow better what is being said. The possibilities that this resource provides are among the reasons that have motivated the selection of *The What’s*

Underneath Project, since students can have access to the web series on YouTube from their computers, smartphones or other devices, and watch the episodes as many times as they want adapting the material to their individual needs.

Another relevant motivation to choose a web series displayed through YouTube is the chance it gives students to develop their digital competence. At the same time that learners are working with the linguistic, communicative, intercultural, and socio-civic competences, they either become familiar with or reinforce the use of new technological tools, developing their digital competence and, in turn, their learning-to-learn competence. This way, working with the web series in question, the proposal seeks to meet the objectives established in the LOMCE in relation to provide opportunities to put into practice the eight key competences gathered in this legislation.

4.6. Towards a Responsible Use of Social Networks

Besides enhancing students' development of the digital competence by familiarizing them with new ICT tools and resources, working with the Internet and social networks in class attempts to raise students' awareness of (ab)using of these tools. Despite considering the practical aspect of dealing with ICT materials, the emphasis of this proposal is placed on a more theoretical approach towards the usage of the Internet and social media. Bearing this interest in mind, *Asking for It* and *The What's Underneath Project* have been selected, among other things already mentioned, for their portrayal, presentation, and reflection of the effects of social networking. Recalling Prensky's characterisation of current teenagers as digital natives (2001, 1), it is of particular interest to foster a responsible use of Internet resources and social media. The promotion of an appropriate treatment and usage of social networks is also important in connection with the objectives of preventing and stopping cyberbullying that are gathered in the report "Acoso escolar y ciberacoso. Propuesta para la acción" (Save the Children 2013) and in the "Protocol de prevenció, detecció i intervenció de l'assetjament escolar de les Illes Balears" (GOIB 2018a).

Both the novel and the web series are concerned with the influence that an online exposure has on shaping people's identity; with "examining how surveillance affects the construction of individual subjectivity and social relationships" (Flanagan 2014, 130). Turning private life into public is an issue of discussion that may arise when working with the materials selected for the proposal in relation to debate if this transition from private to public results of invasion and imposition or, on the contrary, of willingness and consent (2014, 133). Such discussion is relevant because the fact of being watched and exposed publically online contributes to define and configure one's identity (2014, 131), either positively or negatively, depending on whether the public exposure online is voluntary or against one's will. Taking this into account, Flanagan talks about the ambivalence towards surveillance for

the broad range of responses that surveillance can occasion – responses that range from outrage and hostility to acceptance and then, perhaps, pleasure and satisfaction (in relation to the act of blogging and its construction of an online audience). (2014, 130)

Emma, the protagonist of *Asking for It*, experiences this ambivalence towards surveillance and social networking because she feels overwhelmed by all the comments and posts –either positive or negative– about her rape but, at the same time, she shows a dependence on social media because she cannot get rid of her Twitter and Facebook accounts. Hence, O'Neil's work contributes to "explore the effects of surveillance on individuals in terms of their compliance with it" (Flanagan 2014, 138) specially because, besides the aforementioned, Emma resorts to blogging as an escape; as a way to find relief and consolation after her rape and the consequences it has implied for her –becoming a victim of bullying being one of the main ones. Therefore, surveillance and social networks' ambivalent nature is less reflected in the web series than in the novel where

the type of peer-to-peer surveillance conventionally associated with the school playground has been translated into the digital world – where the most significant transformation is that the rumours and innuendo of the

traditional physical playground can now be documented and proved, a consequence of each online user's digital footprint. (Flanagan 2014, 136)

Asking for It reflects the transition from surveillance to "dataveillance" that Flanagan mentions in her work, describing it as "the shift from surveillance as it has been traditionally performed by human beings to the much more omnipresent type of monitoring that can be achieved by digital technologies such as computers and CCTV" (2014, 129). The implication of this change is that "the notion of 'being watched' has become an aspect of everyday life, but the identity of the watcher is now plural" (2014, 145), and, sometimes, even unknown; another aspect represented in the novel.

A less ambivalent approach towards surveillance and social networking is exhibited in *The What's Underneath Project*, which gives a more positive outlook of social media use and surveillance "reshaping a concept that has conventionally been associated with disempowerment" (Flanagan 2014, 129). The speakers of the videos share their experiences so as to empower watchers who have gone through similar circumstances, for instance, racial and/or sexual discrimination. The fact that YouTube supports the display of this web series illustrates the positive effect of this platform, thus offering an optimistic view and perception of internet resources and social platforms. In this respect, Burgess and Green claim

YouTube is a commercial enterprise. But it is also a platform designed to enable cultural participation by ordinary citizens. It is a highly visible example of the broader trend toward uneasy convergences of market and non-market modes of cultural production in the digital environment, where marginal, subcultural, and community-based modes of cultural production are by design incorporated within the commercial logics of major media corporations. (2009, 75)

Bearing this in mind, the web series broadcasted in YouTube shows how "surveillance is no longer just a function of institutional power, but an avenue for self-construction" (Flanagan 2014, 143). Against this background, Burgess and Green underscore that "YouTube's value is partly generated out of the collective

creativity and communication of its users and audiences, and [that] its culture has both commercial and community motivations and outcomes” (2009, 75). For this reason, it should be pointed out that the web series has been selected for this proposal to counterbalance the more ambivalent or negative portrayal of social networks that appears in *Asking for It*. By offering a contrast between the positive and negative effects of social media, the idea is to raise students’ awareness of social media (ab)use; of using “technology as a means for achieving empowerment and autonomy” (Flanagan 2014, 138) or, on the contrary, of using it as a strategy of disempowerment and offence.

5. Development of the Didactic Proposal

Considering what has been previously discussed, the present proposal departs from the combination of fictional and real-life material to promote students’ language learning and acquisition of socio-cultural values. The YAF novel *Asking for it*, and the web series broadcasted in YouTube *The What’s Underneath Project*, will serve as a pretext to develop students’ socio-civic and intercultural competences, and to put into practice their writing and speaking skills by means of activities that shall require the use of social networks. The purpose of working with social media is to modify students’ possible abusive or depending conduct towards these tools by promoting their reasonable usage. Even though the orientation of the proposal presented here is to depart from the passive skills of reading and listening to activate students’ productive skills of writing and speaking, the grammar and vocabulary of each unit will not be put aside and the activities resulting from these materials will try to fit into the use of English demands of each particular unit to the extent possible.

As has been already mentioned, in spite of the impossibility of extending the proposal to second of *Bachillerato* groups, the target audience of the model presented here are first of *Bachillerato* students, whose maturity and, specially, English command may require adaptations of the suggested materials and have an influence upon the selection of videos and/or fragments chosen to analyse. Bearing in mind that this didactic plan entails dealing with real-life materials, which are suitable for the level but has not been specifically designed to teach

EFL, groups with a higher level of English and/or with a significant percentage of native speakers in the class are the recommended target of the proposal. The reason of pointing this out is not to suggest the inappropriateness of this didactic model for first of *Bachillerato* courses with lower levels but to inform of the necessity of applying constant adaptations to the materials. Adapting the texts and slowing down the pace of the videos is something that may be required even with higher-level groups with a particular fragment/chapter or video. However, apart from being time-consuming, having to be constantly adapting all the selected materials would imply losing their authenticity, which will go against one of the main purposes of this proposal.

Due to the impossibility of collecting empirical data, the proposal shall be based on the expected results that will be obtained using the suggested materials. Working with fiction and real-life material would promote and increase students' interest in reading literary texts and watching series in English. In addition, the use of "YA literature breaks down the English classroom barriers of 'boring books', for it is fun for both the teacher and the teenager" (Hanson 1996, 3). In the same manner, a web series shall offer a respite from the classroom context of the sessions of the course in which mainly grammar and vocabulary are taught by means of a textbook, offering and simulating a real-life setting that will result more appealing and useful for students to learn the language and be aware of what is going on in society. By means of the discussions that these materials will entail, students are expected to gain and increase their awareness of intercultural and socio-civic issues that may not be familiar to them as well as to empathize with problems or issues, which other groups of people face and are alien to them. Moreover, it is expected that the videos and fragments analysed in class will prompt students' critical thinking and foster their action and communicative discussion. Promoting reflection and critical thinking among teenagers is a way to raise students' awareness of their own thoughts thus encouraging them to change their perceptions and, hopefully, their behaviour (Romera and Eceiza 2017, 160). Ideally, by the end of the course, students will have learnt to take part in conversations being tolerant towards other people's

opinions, and being able to express what they think and their possible disagreements in a constructive and respectful way.

In order to check students' development and acquisition of the competences and use of English requirements established in the curriculum (Govern de les Illes Balears 2013) as well as of the objectives pursued by this proposal, formative assessment will be given special emphasis. However, putting forward this didactic model does not imply getting rid of exams but complementing them with formative assessment tools that contribute to foster students' autonomy and development of the learning-to-learn competence, thus placing them at the centre of their learning process, following the requirements established in the LOMCE (Ministerio de Educación, Cultura y Deporte 2016). Therefore, the implementation of the didactic plan proposed in this thesis suggests combining summative and formative assessment in order to grade students and make sure they have gained and improved their communicative skills together with their socio-civic and intercultural competences, which are key in this proposal.

Exams will be the means used to assess that students have acquired the use of English demands of each unit but these tests shall not account for more than fifty per cent. Since I consider there needs to be a balance between summative and formative assessment in order to measure the progression of students' learning process, the other fifty percent of the final mark of the course will be based on the compilation of an online portfolio that students will have to submit at the end of the course, in which they will have to include all the activities conducted throughout the academic year. Having to create a portfolio during the course will allow the teacher to assess the learning process of their students, thus meeting the requirements established in the twenty-eighth article of the LOMCE. According to this article, assessment in secondary education has to be continuous, formative, and inclusive (Ministerio de Educación, Cultura y Deporte 2016, 19) in order to check students' development and acquisition of the basic competences established in the curriculum (Govern de les Illes Balears 2013).

The choice of submitting the portfolio online has been motivated by the type of activities that it shall include since, at least, half of them will involve working with internet resources. Furthermore, having to work on their portfolios online suits better one of the main aims of the proposal; the familiarization with and appropriate use of ICTs and social media. In addition to that, the portfolio offers the opportunity to combine summative and formative assessment since students will receive a mark for their portfolios at the end of the course but the teacher will follow a progress of the portfolios' development and will ask students to include final versions of each task and corrected versions of the writings which do not entail the use of social networks, due to the spontaneous nature of those tasks. For instance, students will be asked to hand in a writing composition per unit that the teacher or a peer will correct and deliver to them in order for them to write it again (when required) based on the teacher's or peer's feedback. As a result, they will have to include both versions of a certain selected number of writing tasks in their portfolios since this way the teacher makes sure students have gone through the feedback and corrections and have been able to write the final version on their own. Besides that, the teacher will announce which specific activities shall be included in the portfolio and, even if it will be graded after its completion, the focus will be based on its realization in order for the teacher to assess students' progress and development while giving pupils the opportunity to self-assess and monitor their own learning process

Nevertheless, the combination of formative and summative evaluation that the proposal suggests goes further than the elaboration of exams and a portfolio. The activities resulting from this didactic model aim to promote and encourage peer and self-assessment and to focus students' concentration on their learning process rather than on obtaining a mark. In order to achieve this goal, checklists and cards will be provided to students so that they can check their tasks meet the specific requirements. The only role of the teacher will be to monitor the activity and solve doubts that may arise. This assessment technique echoes Flower and Hayes' metacognitive theory, which consists of having students self-judging their tasks' fulfilment and deciding on their own if the activities they are asked to do meet the requirements (1981). Putting formative assessment into practice will

involve working with the suggested activities and materials in class. The number of sessions devoted to this purpose will vary depending on the type of activity but ideally four sessions should be booked to deal with the novel and the web series; two sessions to work with the novel and, hence, with reading and writing, and the other two to practice listening and speaking by means of the episodes. However, considering that going through a unit often requires between eight and ten sessions, four sessions may be too much, so at least two sessions (one per material and pair of skills worked) should be devoted to give time in class for students to work autonomously and in groups. The promotion of individual and cooperative work in the EFL class will enable students' development of the learning-to-learn and socio-civic competences.

5.1. Selection of Materials

One of the main reasons that has motivated the selection of a novel and a web series as the basis of this proposal is the adequacy of such materials to enhance the command of English. When it comes to language learning, exposure to the target language is desired to guarantee its successful acquisition. However, learners of English in countries where English is neither one of the official languages nor generally spoken have not many chances of enjoying of a real exposure to the language. In such cases, the only contact with English occurs within the EFL classroom, and in the case of first of *Bachillerato* students, the target group of this proposal, this accounts for three hours per week. Considering that the limited opportunities to deal with English together with the lack of authenticity that textbooks offer (Kramsch 2016, 177) reduce or hinder its acquisition, the current proposal seeks to improve students' exposure to English by resembling the classroom setting to a real-life environment through authentic materials.

Resorting to fiction and YouTube videos becomes a useful way to address this issue since by means of reading and listening, students cannot just develop their competence in these skills but also learn and get familiar with new vocabulary and grammatical structures more easily and satisfactorily than by having a list of words and grammatical rules out of context to learn by heart.

Although textbooks provide readings and listening recordings, these materials have been created for EFL textbooks to use in class so they may lose authenticity and their content may be less appealing than the one offered by real-life tools (Kramsch 2016, 185). Moreover, choosing an Irish novel and an American web series offers students the possibility of getting acquainted with different varieties of English as the textbooks are normally based on British or American English (Coppola 2003, 98). The participants of the web series speak different varieties of English because they belong to different races and ethnicities, and they may have been influenced by different language(s) in the past. For example, African American English is a variety that permeates in many of the selected videos, which may be challenging for the majority of students who may not be used to dealing with such accent¹. However, being exposed to this variety results useful for their real lives in which they might meet people from around the world who may speak a different variety from standard British or American English.

Last but not least, establishing the reading of a three-hundred-and-fifty-pages novel as a criterion of the English subject implies having to read the book at home, which is a way in which this proposal seeks to compensate the insufficient amount of hours per week devoted to learn English as well as to spark interest in reading in the target language. In the same manner, getting students to know about *The What's Underneath Project* becomes a tool to awaken interest in watching series in English, in particular, web series which are often available for free in YouTube. The fact that the episodes do not usually last longer than fifteen minutes may attract some students to look for more videos and watch them at home, which again will imply a major exposure to the language accelerating students' acquisition of English.

Having gone through the justification of the selected materials, it is time to concentrate on the explanation of the didactic proposal per se, which shall be based on the reading of the novel, and on the annual overview of eight or nine episodes of the web series –one per each of the units of the suggested

¹ It is true, however, that nowadays young people frequently watch videos through the global media which show different varieties of English.

curriculum. The fragments selected to discuss the novel in class are taken from different chapters of the book and will be used as the point of departure to do writing tasks related to the different models of writing suggested in each of the units of the curriculum (e.g., for and against, opinion essay, descriptions, informal letters, etc.). Drugs, rape, (ab)use of social media, cheating, obsession with the physical image, judging ways of dressing, and exoticism are among the topics present in the chosen fragments and, hence, will be the ones that students will be encouraged to write about and reflect upon. If the choice of fragments of the book to develop writing activities has been more influenced by the specific writing types or structures provided in textbooks, in terms of the videos, it has been the subject of the episodes what has motivated their selection in accordance with the topic of each unit of the English manual.

Having consulted different textbooks addressed to first of *Bachillerato* students (*Advanced Contrast* (2012), *Living English* (2014), and *English in Context* (2015)), the present proposal is based on a selection of topics that are common in them: technology, appearance/looks, media, culture/travelling, family/relationships, fitness/sport, entertainment, and social issues. Although the name of the units and the weight given to the subjects discussed in these textbooks may vary from one book to another, the general topics of each unit are the same, which dismisses any impediments to put forward this proposal for being off topic. Depending on the textbook chosen, the preferences of each teacher, the departmental coordination requirements, and the order and/or general topics of the units, the selected fragments and videos and their corresponding writing and speaking activities may be altered.

The above-mentioned topics selected for this particular proposal are aimed to analyse different ideas presented in *Asking for it* and *The What's Underneath Project*. Therefore, the topic of technology shall concentrate on the discussion of the present role and effect of social networks; the one of appearances and looks will focus on questions of style and identity; the unit dealing with media shall involve debates around the reliability of the press and the topic of culture/travelling will be the pretext to work with racial and gender prejudices and stereotypes. The theme of family and relationships shall be

centred to talk about, and question ideas such as heteronormativity and what is understood as romantic love. Regarding fitness and sport, the obsession to be healthy and the consequences derived from that (e.g. anorexia, bulimia) will be among the issues treated. The unit of entertainment will focus on TV programmes, series, literature, and music, and their trends and evolution. Last but not least, the unit dealing with social issues will integrate issues concerning rape and bullying.

As already mentioned, besides taking the topic of the units into consideration, when making the selection of both fragments and videos, it has been taken into account that they meet the grammatical and lexical demands of each unit, thus contributing to fulfil the use of English objectives stated in the English subject curriculum of first of *Bachillerato* (Govern de les Illes Balears 2013). In relation to this, it is worth mentioning that the fulfilment of the curricular requirements does not prevent the introduction of extra vocabulary that may be considered necessary to deal with the materials suggested. Bearing this in mind, at the beginning and/or throughout the course, a list of words that may not be included as part of vocabulary in the textbook shall be introduced to students in order to facilitate a better discussion and treatment of the materials. This list will include terms and concepts such as “gender vs sex”, “female/feminist/feminine”, “feminist glasses”, “feminisms”, “patriarchy/androcentricity”, “queer”, “transsexual/transgender”, “the other”, “heteronormativity”, and “intersectionality”, among others.

5.2. Mechanisms of the proposal

5.2.1. Working with the web series: *The What’s Underneath Project*

The What’s Underneath Project has been used as the point of departure for all the listening activities conducted throughout the course and their corresponding speaking practises. In 2014, Elisa Goodkind and Lily Mandelbaum launched this “series of docu-style video portraits where people of all ages, races, body types, genders and abilities remove layers of clothing while sharing honest, empowering stories related to style, self-image and identity” (StyleLikeU 2018). Bearing this in mind, Goodkind and Mandelbaum’s production exemplifies how “YouTube web

series mobilize a politics of recognition in which content creators work to produce videos that represent both themselves and their audience” (Day 2017, 2). The episodes of the web series in question match perfectly with the principles of inclusiveness, celebration of diversity, tolerance, and respect towards other races, cultures, ethnicities and genders, which constitute the basis of the present proposal. Sharing eight of the videos of the series with the target group of pupils seeks to have the same impact on students that *The What’s Underneath Project*, which “quickly became a viral phenomenon, empowering viewers around the world to reject society’s limited norms and discover a sense of freedom and comfort in their own skin” (StyleLikeU 2018). The choice of the videos has been mainly guided by the thematic of each unit (Appendix I) and are taken from YouTube², which allows students to watch them as many times as they want at home and search for other videos of the series that may be of their interest.

The selection of the eight videos not only corresponds with the topic of each unit but also with the aims of this proposal. Having a transsexual explaining her transition from man to woman in one of the videos attempts to give visibility to transsexuality and to the issues that a change of sex may involve. An episode in which people from different cultural backgrounds and ethnicities share the racist encounters they have had to face also attempts to celebrate cultural diversity and make cultural minorities visible. Rape and love relationships are other topics tackled in the videos selected with the aim of encouraging discussions about the consequences of love/sexual relationships, and the constructions around ideas of romantic love. The other four videos chosen to promote critical discussions in class are related to criticise the stereotypical images and ideals of beauty that the media and the Internet portray and promote, and the consequences derived from that. Social media, tabloids and the Hollywood industry become the target of criticism for their bullying potential and their perpetuation of homogenous looks and styles. Anorexia appears to be the

² All the selected videos can be found in the YouTube channel StyLikeU (StyleLikeU.2018. “The What’s Underneath Project.” Accessed April 24, 2018. <https://www.youtube.com/user/stylelikeu/videos>).

main topic discussed in one episode in association with the result of this media pressure to adequate to a set of standardized ideals of beauty.

Although some of the videos have been selected for dealing with topics which are not treated in the novel, such as the ones of transsexuality and racism, other videos have been deliberately chosen for their treatment of similar or same issues discussed in the novel so as to highlight the importance of addressing them in class. Teenagers tend to be strongly influenced by the images and messages they see on the media and the Internet so it is important to comment on certain topics and issues whenever it is possible since the more these issues are discussed, the better will be students' awareness about how to act or experience or witness them. That is why, themes such as anorexia, bullying, and rape are addressed in both the web series and in the novel to prevent these situations to occur and to make students become aware of the problems faced by people who have been victims of anorexia, bullying, or rape.

Despite the variety of topics and experiences, the implicit message in each of the episodes is the importance of self-acceptance and celebration of one's uniqueness and individuality. The participants of the videos are asked to remove layers of clothing while they are sharing their experiences in order to reflect that people's identity is extended beyond the clothes they wear. As the producers claim, "with each layer of cloth removed, a new truth came to the surface" (StyleLikeU 2015, 1:56). The fact of conceiving style as a way of storytelling provides a stage for healing and catharsis for subjects, fans, and the producers themselves (2015, 3:39). The aim of this project is, thus, using people's stories and voices to make a difference while providing untold stories or experiences which are appreciated and helpful, especially for those people who can neither see themselves represented nor identify with the canonical and exclusive ideal of beauty displayed and promoted by mainstream media.

The association of speaking activities and videos can be subjected to modifications if the teacher applying the proposal considers it. What's more, there is a wide range of episodes that suits the topics of the units in case some of them are considered too controversial or difficult to follow for the accent and speed

pace of the speaker(s). At least one session of each unit will be addressed to watch and talk about the main topics discussed in the videos. The purpose of these sessions will be to give students the chance to practice their listening and speaking skills whilst being exposed to real-life material and experiences. In many of the activities proposed, checklists shall be provided to students so as to auto-regulate their performance in terms of language accuracy and socio-cultural skills.

In order to offer a sample of the mechanics of this proposal, “What’s Underneath America: A Radically Honest Dialogue on Racism and Privilege” has been the episode selected, which will enhance the speaking discussion of issues related to gender and race in combination. On the one hand, this docu-style video fits perfectly in the unit of the curriculum that deals with travelling and/or culture and, hence, cultural stereotypes, prejudices, and misconceptions. On the other hand, it leaves room to go into the concept of intersectionality and its related issues, which is among the goals of this proposal. Furthermore, in terms of the grammatical focus, the video turns to be suitable to work with modal verbs not only because the speakers present in the video use them, but also for their relevance when it comes to comment on, and give opinions about, the relationship between appearance and identity, which shall be the topic of discussion addressed after watching the episode.

Two sessions shall be devoted to go through the video and the speaking discussions resulting from it. During the first session, students will be asked to watch the video accessing an *Edpuzzle* created by the teacher (Appendix II)³. In case students have no laptops in class, no access to the computer room, or there is no internet connection, the teacher should have the video downloaded from YouTube to reproduce it in the whiteboard together with a worksheet (Appendix II) with the same questions that appear in the *Edpuzzle*. YouTube gives the

³Since my email and password are needed to access the *Edpuzzle* I created, I have attached a screenshot that reflects how the video has been cut and the different parts in which it has been divided in order to introduce the questions. The full video can be watched in StyleLikeU.2017. “What’s Underneath America: A Radically Honest Dialogue on Racism and Privilege.” YouTube video, 9:31. Accessed April 25, 2018. <https://www.youtube.com/watch?v=3W7rIAQycKs&t=205s>.

possibility of lowering down the pace of the video and/or including English subtitles in case the students' level requires it.

Once they have watched the video, the teacher shall ask pupils their general impressions and opinions about it. Afterwards he/she will announce the speaking task derived from the video which consists of organizing a debate around the topic of "Judging a book by its cover: Yes or No?", in which one group should find opinions in favour of judging people by their appearances and the other group arguments against it. The number of groups created will depend on the quantity of students there are in each class. Ideally no more than five students should integrate each of the groups so that all members can make their contributions. After having arranged the students in groups, the teacher will assign which posture they have to defend and will encourage students to start thinking of the arguments that they will give, and possible counter-arguments that may arise so as to think of ways of rebutting them. As can be seen in the sample below, a list of target sentences and key words shall be provided to students in order to use them when exposing their points and expressing (dis)agreement in their discussions.

Giving your opinion

- In my/our opinion....
- I/We (honestly) think/believe....
- As far as I am concerned....
- The way I/we see it
- Our point of view is....

Rebuttal

- I see your point but...
- I'm afraid to say I don't share your view because....
- Although I understand what you are saying, I don't think...
- Sorry, but we have to disagree with you in this point since...

Sequencing

- First of all, we'd like to mention that...
- Firstly/ Secondly...
- The next question we want to raise is...
- We'd like to start by...
- To start with...; in addition...; last but not least
- I/We'd like to finish saying...

Closing remarks

- In conclusion...
- Summarizing everything...
- In summary we'd like to highlight...
- Arrived at this point, we just want to...

Key words

- Stereotype
- Prejudice / bias
- Misconception
- Intersectionality
- Gender/race/class
- Hairstyle /tattoos /piercings /look

The final debates will take place in the next session and the time available to carry out each of them will vary depending on the number of groups, but each debate should approximately last a maximum of thirty minutes and a minimum of ten minutes. The teacher will act as the moderator and those students who are not debating will constitute the audience, who will be in charge of listening carefully to their peers in order to detect mistakes that may arise and give feedback once the debate has finished. A similar checklist to the one provided for the final speaking task of the course, which shall be subsequently explained, will be slightly modified and given to students in order to check that the peers who

are debating do not make linguistic mistakes, and do not include racist, homophobic, sexist and/or chauvinist comments when debating.

In order to enhance students' motivation and reflection about the use of social networks and to allow their development of the digital competence in the EFL class, as a final task, students will be asked to film themselves during ten minutes talking about one of the topics discussed in class. They will have the option of making the video individually or in pairs (a longer video should be required in this case); in which they will have to share a personal experience. If they do not have (or do not want) to share a personal story, and/or cannot come up with one, they will have other options such as talking about an experience of a friend, acquaintance, or famous person. The videos shall be posted on a private Facebook page created for this purpose, and students will have to upload them at the end of the course, and give feedback to their peers' videos writing at least one comment per video. In order to assess this and other tasks that shall be carried out during the course, teachers should check whether students have improved not only their linguistic competence, which is the one specifically related with the EFL subject, but the other set of key competences established in the LOMCE. It is relevant to consider what Hoff says in relation to this idea, as she claims that

when working with intercultural competence as an educational aim, it is important to keep in mind that values and attitudes are not skills which can be measured or tested. It would therefore be impossible to 'assess' the individual student's level of intercultural competence. (2013, 45)

Sharing Hoff's standpoint, the activities emerging from this proposal are not addressed to assess students' acquisition of each specific competence by means of a mark. Nevertheless, the fact of not grading learners' level of, for instance, the intercultural competence does not imply that their progress in that competence cannot be perceived and assessed. For example, by means of the portfolio teachers can observe students' development of the intercultural competence from the first piece of writing to the last one in terms of their reference to and inclusion of cultural minorities, as well as their reduction of cultural and racial prejudices and stereotypes. Students can also assess their level of

intercultural competence by themselves through checklists, which allow them to self-judge their intercultural skills and correct their racist and/or culturally inappropriate comments. Therefore, as will be the case with other activities, students will be able to check if they have developed their final task properly by means of the following checklist, in which not only aspects of the linguistic competence (the grammar requirements appear in the red and blue stripes and the vocabulary in the orange one), but also of the socio-civic (in purple) and intercultural (in brown) competences, are considered. The other three remaining stripes are addressed to check the fulfilment of the task in general (in black); if it is properly structured (yellow) and meets the requirements of the activity as a whole (in green).

- ✓ I have taken creativity into account and my video is within the time constraints; not too long, not too short. My peer and I speak the same amount of time (If done in pairs).
- ✓ I do not discriminate anyone for his/her culture, race or ethnicity. I am tolerant towards other's cultural background and I respect different opinions.
- ✓ I do not make major grammar mistakes (Present simple 3rd person singular -s; final -ed for regular verbs in the past, subject's omission, etc).
- ✓ I include vocabulary from the units and avoid repetition resorting to synonyms and nominalization.
- ✓ My talk is structured,. I speak loud, and clear; I am not monotonous, and my pace and pronunciation are appropriate. I use pauses and my speech is coherent and cohesive.
- ✓ My video meets the task's requirements. I answer all the questions provided and the task is adjusted to the topic.
- ✓ I use a variety of grammatical tenses and structures, as far as possible.
- ✓ I do not include gender biases/stereotypes. I do not discriminate people for their sex or sexual orientation. I do not use *man/men* and *he/him/his* to refer to people in general.

The recognizable background of the given checklist has been deliberately chosen as a reminder of the importance of inclusiveness, tolerance, celebration and visibility of diversity, which are among the ideas that the rainbow flag represents as well as crucial values that sought to be enhanced by this didactic proposal and

this task in question. The rainbow flag is commonly associated with the LGTB community to symbolize pride, which once again, corresponds to the objectives of the proposal since it aims to combat the heteronormativity present in the majority of textbooks (O'Mochain 2006, 57; Pawelczyk et al. 2014, 57) by giving visibility to gay, lesbian, and transgender individuals and relationships.

In the same way “it is important for anyone who has a helping, educational or management role [...] to understand this diversity” (Haldeman and Buhrke 2003, 145), it is crucial to address cultural variety, which is also implied in the rainbow flag for being “symbolic of a vibrant cultural force” (Moore 2001, 23). In order to convey the idea of cultural inclusion and fight racial discrimination against people of colour, in some contexts, a black and a brown stripe have been added symbolizing that more colour suggests more pride, with the motto #MoreColorMorePride (City of Philadelphia 2017). This idea connects really well with the notion of intersectionality since it may raise discussions about double or triple discrimination of people who are oppressed by different categories such as those of race and sexual orientation, for example, for being black and homosexual. In connection with the aforementioned, the concept of “feminisms”, which will be also introduced and addressed in some of the activities stemming from this proposal, might also arise for it relates with intersectionality and the ideas conveyed by the rainbow flag. For instance, a comparison can be established among the lack of representation and visibility of gay/lesbian/transsexual people of colour and of non-Western or non-white feminist women.

Considering the above-mentioned, we have taken advantage of the rainbow flag for the creation of checklists; while students make sure they have developed their task properly, at the same time they are being reminded of the importance of cultural and sexual inclusiveness, respect of otherness, and tolerance towards diversity; a dynamic that shall be used for the design of different tasks and materials for reinforcing such fundamental values which conform the basis of this proposal.

5.2.2. Working on YAF: *Asking for It*

Louis O'Neill's YAF novel *Asking for It* focuses on the protagonist's supposed rape and on how her life changes after that. Apart from being the centre of attention in the small Irish town where she lives, eighteen-year-old Emma becomes well-known at a national level, and even at a higher scale, because her case goes viral. To offer a reflection of the ambivalent role that social media plays when it comes to deal with Emma's rape seems to be one of O'Neill's main interests. Social networks, drug-taking, beauty standards, image obsession, bullying, and gender stereotypes are among the main topics discussed in the novel, and thus, useful to comment on with this proposal's targeted students, who may be familiar or identify with some of these topics. Considering that one of the main aims of this proposal is to deconstruct gender and heteronormative roles and behaviours, the topic of gender stereotyping shall be given special attention. Therefore, when monitoring students' discussions around the novel, the teacher shall wonder if their students are aware of gender stereotypes; if they consider important to detect them, and if they attempt to challenge them in class sharing their thoughts with the teacher and/or other students (Pawelczyk et al. 2014, 54).

Some of these stereotypes may be more easy to identify than others. For instance, the novel is permeated with what are considered to be gender appropriate behaviours that students can detect with no difficulty. One example of a bias constructed around gender manners is the fact that boys are not allowed to cry because crying is something girlish: "*Be a big boy*, my dad used to tell Bryan" (O'Neil 2015, 33). It is interesting to see what students say about Emma's dad remark; if they agree with this idea or if they challenge it. "I gave you one job. One job. To mind your sister" (2015, 177), this comment that Emma's mum makes to his brother is another statement that should make students stop to read for it conveys the idea that women are weak and need a man to protect them. If anyone mentions it, the teacher could remark that the one in charge of perpetuating this cliché is Emma's mum, which is something worth highlighting so as to encourage students' to reflect on the fact that not only men but also women are responsible of promoting the constructed notion of women as having a passive role. It is also the mother who perpetuates heteronormativity when

making predictions about the future of her daughter “Someday you’ll have a special song with your husband and your children” (2015, 286). In this particular case, teenagers may not stop their reading when going through this comment precisely because they see it as something natural. That is why, it is relevant that the teacher goes back to fragments such as this one so as to deconstruct certain ideas, in this case, the fact of perceiving heterosexuality as the norm, which may offend some students that may feel underrepresented.

There may be some remarks that go more unnoticed. Comments such as “Asian girls are on trend this season” (O’Neil 2015, 55) and “some guys have a thing for Asian chicks” (2015, 112) constitute an example of exoticism, which may be useful to comment in class so as to deal with stereotypes constructed around gender and race in combination. Paying attention to such comments offers an excuse to address the notion of intersectionality at the same time it gives students the opportunity to develop their intercultural and socio-civic competences simultaneously.

Although it is important to devote some time to address this type of mentions, there are other passages that shall acquire more weight in the EFL class because students might easily relate to them. For example, in order to combat the obsessive jealousy and necessity of control, the teacher may encourage learners to question statements such as the following: “You’re not wearing that, are you?” He says. I smooth down my new dress.” (O’Neil 2015, 64). The aim of challenging this comment is to help students to detect sexist and abusive behaviours while transmitting the idea that gender violence goes further than physical pain. It is relevant to start a discussion around an issue such as this one because some of the teenagers in class may represent an example of this situation and the fact of reflecting on it may encourage them to stop it or to change their attitude towards it.

Another idea that is worth discussing is the different perception boys and girls have when it comes to sexual relationships. As can be seen with this quote, “It must be tough being a virgin at such an advanced age” (2015, 86), which is addressed to a male character, boys are expected and encouraged to have sex

encounters at an early age so the ones who do not adjust to this idea may become subjects of ridicule or victims of bullying. In order to avoid this situation to happen, some adolescents may force a sexual encounter and have sex against their will or, at extreme cases, force girls to have sex with them even leading to rape. It is also common among boys to flirt or have affairs with different girls just to impress their friends, which is totally seen as inappropriate for girls: "Four guys in one night? Do you have any fucking self-respect, Emma?" (O'Neil 2015, 132). These fragments reflect that both boys and girls are pressured by the social constructions and expectations around gender conducts, which is precisely what this proposal seeks to address and modify by means of enabling and rising discussions about it.

All the examples that have been provided from the novel may be useful to discuss in class the idea that gender is a social construct, which is a crucial aim of this proposal. Despite the teacher has a relevant function because he/she is in charge of bringing about topics that may go unperceived, the emphasis is placed on students since the idea is that they are able to notice and question gender biases on their own. For this reason, after providing examples as the ones mentioned in previous paragraphs, the teacher would ask students to mark in different colours or post-its stereotypes around gender, and/or to add some other comments they consider relevant to discuss in class. This way the teacher makes sure they read the novel and guarantees that many comments would be highlighted since some students may detect remarks that others do not, and the other way around. With the intention of deconstructing gender roles and behaviours in mind, it may be a good idea to indicate the stereotypes about girls/women on blue and the ones about boys/men on pink for it would be a way of deconstructing the perception of blue as a colour associated with men and pink with women. It would be the group in question and the teacher's decision to create a kind of mural in one of the walls of the classroom with post-its of different colours containing inappropriate comments. This would allow the students and teachers attending this class to reflect on these issues. In correspondence to the colours used for the checklists, ideally the post-its would be of the same colours that

conform the rainbow flag so as to remind teachers and students the necessity of promoting inclusiveness and celebrating of diversity.

In order to develop this task and further activities that shall emerge from O'Neil's work, students would be expected to read the novel at home following the instructions of the teacher, who will divide the book in three parts in order for students to read one part per trimester as its reading is thought to be a whole course project. A choice of fragments shall be done by the teacher in order to deal with the novel in class and make sure students read and understand the book so as to "broaden young adolescents' visions of self and the world" (Landt 2006, 690). At least one session per unit, although ideally two, shall be devoted to work on the selected passages and the writing activities that they will entail so as to give students the opportunity to practise specially their reading and writing skills, and to develop the set of competences established in the LOMCE (Ministerio de Educación, Cultura y Deporte 2016) giving special attention to the socio-civic, intercultural, and learning-to-learn ones.

Considering the list of common topics and writing types/structures found in first of *Bachillerato's* textbooks, the box provided in Appendix V shows the suggestion stemming from this proposal when it comes to work with *Asking for It*. As explained before, although the topics discussed in each unit have been taken into account, it has been the writing model what has had more weight when selecting and organizing the writing assignments related to the novel that students shall develop. Having a look at some textbooks' overview, a narrative, an informative essay, and a description of a place are among the writing types suggested to work with in first year of *Bachillerato*. However, other writing alternatives fit better for a discussion of the chosen fragments so I have decided to substitute these models for three different writing structures which I think are more suitable to deal with certain topics of the book. Needless to say, an alternative selection, combination, and distribution of topics and writing styles may be as appropriate and valid to go through the novel as the one proposed, so it is up to the teacher that decided to develop this proposal to include changes and modifications.

As may have been noticed going through the overview of writing assignments, five of the eight compositions require the use of the Internet or social networks so as to make the task more appealing considering Prensky's characterization of current students being digital natives (2001, 1). In addition, the fact of having to research and get familiar with new internet resources allows them to develop their digital competence. Writing the assignments online or through a text processor facilitates the inclusion of all the writing tasks in their portfolios without having to scan them (although they can if they prefer to write those compositions which have no technological applications at hand).

Although the writing assignments do not appear as they will be developed (the book review, for instance, should be the last writing assignment since students are not supposed to have finished the book until the end of the course), the first and last writing assignments that appear in the box have been the ones chosen to provide an explicit sample of how the writing activities derived from the book would be conducted. Two sessions shall be devoted to the first activity considering that the composition is supposed to be written in class. In the first session, the teacher will provide or display on the whiteboard a worksheet with a selection of quotes, such as the ones attached below, taken from different parts of the book, that deal with the topic of social media.

"Have you checked your Facebook? [...] 630 notifications [...]. It's a page that I've never seen before, but it has a photo of me as the profile Picture. [...] The page has hundreds of likes, and five little stars lined up under the name. 'Easy Emma'. I'm tagged in all the photos." (145)

- "Screenshots of Snapchats, one after another." (148)
- "*Everyone* has seen those photos." (152)
- "I deleted my Snapchat. I changed my number." (191)
- "Laughter follows me everywhere I go. [...] I didn't want to go to school." (155)

- "...thousands of people tweeting about me. #IBelieveBallintoomGirl. I am supposed to take comfort in that, I think." (187)
- "I tweeted about watching reruns of SpongeBob with Bryan. *Wait*, Sarah Swallows had replied. *You say you were 'raped' and then you tweet happy shit? #IDontGetIt #DumbBitch.*" (194)
- "I want #IBelieveBallintoomGirl to stop trending on Twitter." (294)

"There are so many new friend requests on Facebook and Twitter notifications, from accounts with no profile pictures and names like XYZ89u4. *Slut...Bitch...Slut...Whore....We know what you are...Slut...Bitch...Skank...Whore...We know what you did.*" (156)

"My phone use is supposed to be strictly monitored these days. It's to protect you, my father told me, *We just want to protect you.* It is not now that I need to be protected. I unlock my phone, waiting.

Subject: Your side of the story

Subject: Liar

Subject: We Believe You

Subject: Dirty Whore

Subject: It happened to me too

Subject: Fucking Slut

Subject: Kill Yourself". (213)

It is expected that students go through the quotes individually and then discuss them in groups in order to share their thoughts with the rest of the class. The purpose of this activity is that students come up with ideas and arguments to include in their compositions in relation to the positive and negative effects of using social networks to talk about someone's rape, which relates to notions of surveillance or, more specifically, "dataveillance" (Flanagan 2014, 129). Empathy, support, embarrassment, invasion of privacy, social media

dependence and overreliance, and (cyber)bullying are among the themes that may arise in the group discussions; the latter being of special interest in connection to promoting (cyber)bullying awareness and prevention as established in the “Protocol de prevenció, detecció i intervenció de l’assetjament escolar de les Illes Balears” (GOIB 2018a). In order to guarantee that students have enough arguments to write about and to avoid repetition, the teacher will encourage them to go to the questions that deal with social media usage included in the reading guide that appears at the end of the book. After having gone through all the steps (individual reading and annotation of ideas, small group and whole group discussion), students will start writing a draft of their composition.

The second session devoted to work with this particular writing assignment, and in general, with the other activities that shall be carried out during the course, will enable students to develop their learning-to-learn competence by means of formative assessment tools. A set of guiding cards will be provided to students in order to self-regulate, judge, assess, and take decisions about their writing process (Scardmalia et al. 1984). As can be seen below, the rubrics provided in the cards are aimed to encourage students to learn from their own mistakes and reflect on the content of their writing to check if it meets both the linguistic and the socio-cultural requirements.

- I do not include gender stereotypes
- I do not use the pronouns *he/his/him* to talk about people in general
- There are no statements that would be considered offensive in terms of gender (chauvinist or sexist comments)

- I have used at least three conditional sentences
- I have made an effort to use different conditionals and time expressions: *as long as, when, provided that*

- The presentation of my assignment is neat (handwriting clear/appropriate justification and line spacing paragraphs if done by computer)
- The length of my composition meets the requirements (120-150 words).

- My essay has four paragraphs (introduction, arguments for, arguments against, and conclusion)
- I have used linking words
- I have provided examples to support my arguments

- I have included at least three vocabulary words from the unit
- I use synonyms to avoid repetition
- There is variety of vocabulary in my composition

- All my sentences have a subject
- The -s is present in all the present simple verbs that go with third person singular
- There is variety of tenses

- There are no racist implications/comments in my essay
- I do not include cultural stereotypes and I avoid exotifying people for their skin-colour or race
- I try to be inclusive and consider other people's perspectives

- I have provided a(n) (original) title
- I have included original ideas/examples
- I have tried to be creative and mature
- My piece of writing fulfils the purpose of the assignment; all the questions are answered

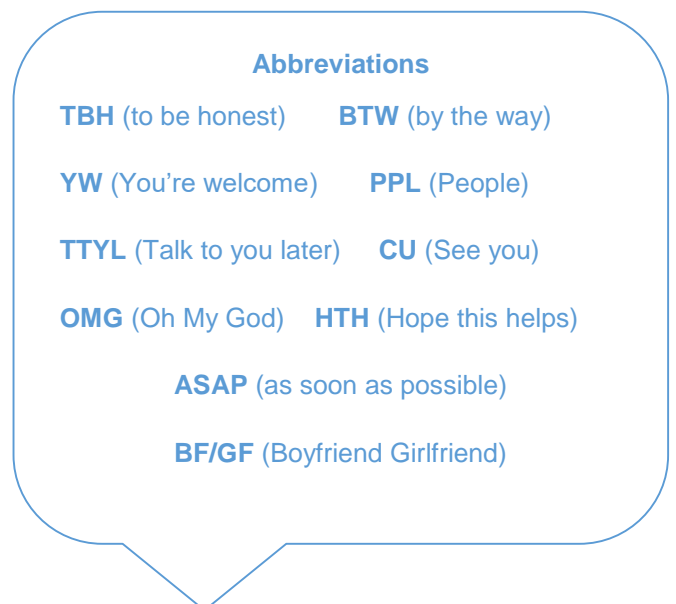
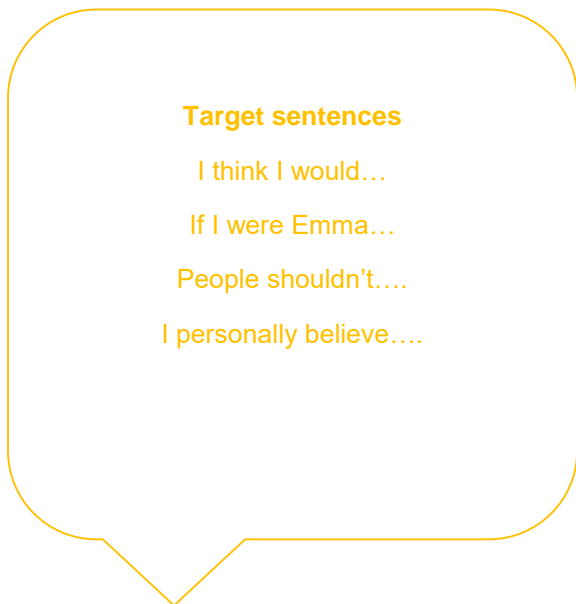
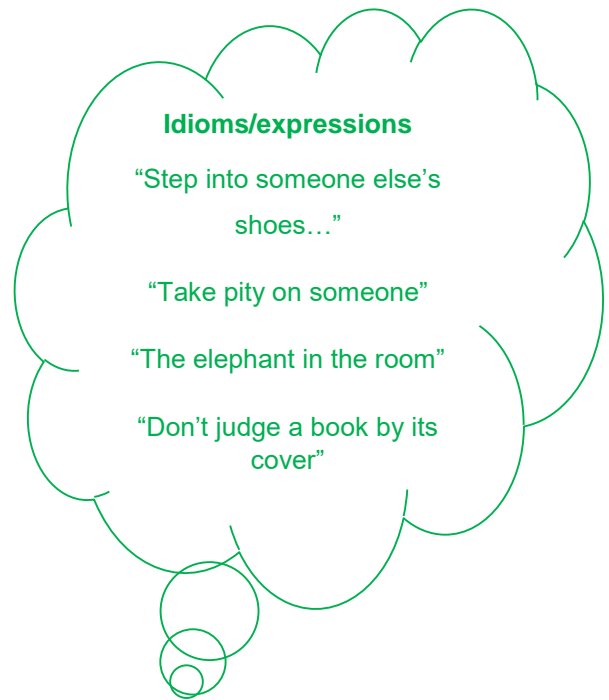
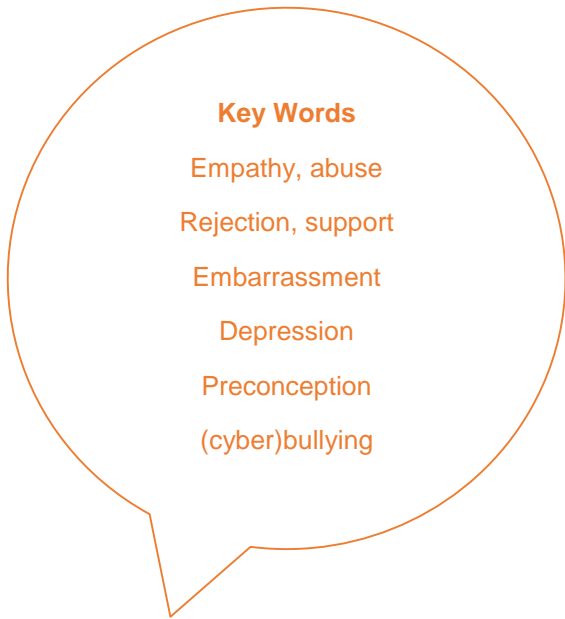
The colours of these cards are not randomly chosen. Following the aforementioned dynamics of the checklist created for the final speaking task, the choice of colours has been inspired in the rainbow flag in order to constantly remind students the importance of inclusiveness and celebration of diversity, which is among the main aims of this proposal. Except for the blue one, which is specifically referred to the grammar seen in each unit and thus, subjected to modifications, the rest of cards can be used without changing their content in order for students to check that their writing assignments meet the established requirements. Familiarizing students with the dynamics of the cards each time they have to write a composition and check it is properly done may contribute to improve their pieces of writing.

The association of colours to each writing purpose is similar to the one used to design the checklist for the final speaking activity. The purple card aims to avoid and correct "gender mistakes" (e.g. stereotypes, biases, offensive comments, etc.), and the same applies to the brown colour in relation to culture. Blue and red have been the colours selected to check grammatical requirements; the first referring to the inclusion of specific grammatical structures of each particular unit, and the second to major grammar mistakes. The vocabulary demands are specified in the orange card and the structural ones in the yellow card, which is aimed to make sure that students' compositions are coherent and cohesive. Green has been linked to the presentation of the task and black to its general fulfilment. It deserves to be mentioned that some of these cards may not have the same relevance or usefulness in all the assignments. For instance, the brown card may not be necessary when dealing with the formal letter because the topic does not imply having to talk about culture whereas in the suggested

opinion essay composition, it is crucial since the main topic is culture. Although as already stated, all the cards could and would be used for students to check their writing assignments are properly done, in some cases a different use shall be given to them, as will be the case for the writing assignment via WhatsApp.

In the above-mentioned task, students will be encouraged to reread and rewrite in groups a chapter or fragment of the book that the teacher will assign to each of them. With this activity, students will have the chance to work with informal language and structures useful in their daily lives. This will complement the formal features of the academic style or register in which they are required and are accustomed to write. Besides fostering students' correction of stereotypes and biases present in the assigned fragments as well as their familiarization with the colloquialisms and particularities of the informal register, this activity is suggested because cooperative work and the use of ICTs in the EFL class have proven to increase students' motivation and, thus, their learning and improve their results (Johnson and Johnson 2003; Prensky 2001).

This writing assignment is thought to be spontaneous and based on the students' capacity to improvise and respond or intervene after other people's comments, statements or questions. Nonetheless, one session shall be devoted to reread the chapter assigned to rewrite, and to work on an outline, which will constitute the basis of the final rewriting to avoid wasting time while waiting for some students to think what to write. In this session a list of keywords, idiomatic expressions, and target sentences as the ones seen below will be provided so as to help them guide their rewritings. In addition, a number of abbreviations shall be given to students, in agreement with one of the aims of this activity that students become familiar with the particularities of the informal register, in this case, with the traits of Whatsapp where the use of abbreviations is frequent and encouraged. This latter list may be of special interest considering teenagers' daily use of Whatsapp and other similar apps in which the use of shortened forms domains or is preferred.



Another session will be used to finish the activity. Here students will reproduce their rewriting through a WhatsApp conversation in a group created for the purpose. Each group will have between ten and fifteen minutes to write their conversation that shall be displayed on the whiteboard accessing WhatsApp web, which will allow both the teacher to monitor the activity and the students to provide peer feedback on use of English mistakes and possible inadequate comments (racist, chauvinist and/or sexist) that may have been mentioned. As hinted before, with this particular assignment, the use of the cards will be encouraged to promote peer feedback since students are expected to pay attention to the cards

while their peers' conversation is developing in order to give feedback to them once they have finished their task. The purpose of this suggestion is to place students at the centre of their learning process, to develop their learning-to-learn competence and to be able to detect linguistic and socio-cultural mistakes not only of oneself but also of others. Despite the fact that the teacher will follow the activity in class, screenshots of the WhatsApp conversation shall be included in a portfolio in order to provide a better assessment of the task.

6. Conclusion

Bearing in mind high schools are in charge of the partial and, sometimes, even entire education of students, they become key institutions for the transmission of social values. The fact of having this role implies that such institutions must assume certain responsibility when it comes to the transmission of certain values since they must be free from (cultural and gendered) biases and stereotypes in order not to fall into their perpetuation (Romera and Eceiza 2017, 163). The norms and values of each high school have to be based on the promotion of respect, tolerance, and unbiased attitudes; values that need to be fostered in all the classrooms, from the subject of "Ethical Values" to the one of "English". The diffusion of such values is precisely what the presented proposal has attempted to achieve. In order to encourage a tolerant and respectful behaviour towards difference, the proposal has been oriented to correct the biased and stereotypical perceptions that many students have of people from other cultures, genders, and with different sexual orientations. "While the issue of heterosexism was signalled in the Anglophone educational context over a decade ago, 'sexuality' as a culturally (and linguistically) important identity category has been insufficiently addressed or recognised in few other educational contexts" (Pawelczyk et al. 2014, 61). Keeping this observation in mind, apart from contributing to the research aimed to debunk gender and cultural prejudices and misconceptions, this proposal has also been attempted to widen the scarcer amount of research addressed to deconstruct heteronormativity in the context of Spain, and more specifically, of the Balearic Islands.

The YAF novel *Asking for It* and the web series *The What's Underneath Project* have proven to be useful tools to deal with the deconstruction of heteronormativity and gender and cultural stereotypes as well as to give visibility to same-sex relations, transsexual/gender people, and cultural minorities, among others. These materials have also been selected to combat textbooks' artificiality as well as to encourage a responsible use of social networks, which are presented differently in both the novel and the web series. All in all, besides working with the linguistic competence in the EFL class, this proposal has been directed to foster students' development of the learning-to-learn, socio-civic, and intercultural competences with the intention of promoting equality, respect, tolerance, and unbiased attitudes both offline and online, which nowadays seems to be of vital interest due to adolescents' multiple online exposure and contact with people worldwide.

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Appendix I: Overview of speaking activities and listening materials

| Unit | Speaking activity | Selected videos from <i>The What's Underneath Project</i> |
|-----------------------------|--|---|
| Technology | Asking for and giving opinions | "Social Media Free and Living Life at Her Own Pace: Nadia" |
| Appearance/looks | Role-play: Job Interview | "Quick Peek: A Heroic Transition from He to She- Zoe Dolan" |
| Media | Let's be journalists! | "Leaving the Tabloid Bullies in the Dust" |
| Culture/travelling | Debate | "What's Underneath America: A Radically Honest Dialogue on Racism and Privilege" |
| Family/relationships | Describing pictures/ads | "Life Doesn't End at 50: Felicia and Edmundo's Unlikely Love Story Spans a Century" |
| Fitness/sport | Talking about self and other's experiences | "Seeing Life Beyond Anorexia: Brittany" |
| Entertainment | Oral presentation | "An Actress Gets Comfortable with Herself Under Hollywood's Glare: Nathalie Kelley" |
| Social Issues | Collective story-telling | "A Fearlessly Vulnerable Voice Stands Up to Rape: Sara Elise" |

Appendix II: *Edpuzzle* and worksheet for the listening activity sample

A RADICALLY HONEST DIALOGUE ON RACISM AND PRIVILEGE



The video you are going to watch is divided into different parts (approximately 1 minute each). After each part, the video will stop and you will have to answer some questions. You will listen each part twice.

PART 1

1. The first white woman that appears in the video states that:
 - a) “As a white woman she can turn on the TV and see her physical self-underrepresented.”
 - b) “She can’t see many, many women like her.”
 - c) “As a white woman she can see her physical self-represented on TV, where she can see many, many women like her.”
2. According to one of the women, movies in which black people appear are always about _____ and _____
3. One of the speakers criticizes:
 - a) The lack of make-up and tools for black women as well as the lack of training (that people or hairdressers have) to comb black women’s hair.

- b) The fact that black women have to pay for their own make-up and for their hairstyles.
- c) The lack of black women's training to comb their own hair and the cost of make-up and cosmetics for black women.

PART 2

- 4. The first woman says: My _____ lives in Philly now (...), and told her mommy: "Mommy, the white kids in my class called me a _____. I'm not a _____, I'm a _____
- 5. How are both of the second speaker's parents?
 - a) Light skinned and black
 - b) Black skinned and white
 - c) White skinned and black
- 6. According to the black woman who went to Wesleyan University, how were black people called by the white students?

PART 3

- 7. What was the black man conscious of? How did he feel about it?

- 8. One of the prejudices that appear in the video is that black people were not supposed to attend school (referring to Wesleyan University).
 - a) False
 - b) True
- 9. The woman with glasses and a big bun explains an incident that happened to her at a store. What was she accused of?

- 10. Another woman explains what happened to her when she asked to look for a perfume:
 - In which shopping centre did it happen?

- How much did the perfume cost?
- What did the sales assistant assume about the woman?

PART 4

11. The woman who used to take a yoga class at 9.30 a.m. claims that if she _____ white, that question _____ asked.
12. According to the old woman with dreadlocks, it is difficult to fight back against, _____ especially _____ if _____ you _____ are a _____.
13. Why the white women claim to be lucky and privileged?

14. The last woman in underwear mentions: "I don't see _____. That's _____! You _____ see colour. We are not the same!"

PART 5 (Complete with modal verbs):

- "If you worked harder, you _____ get out."
- "You _____ paint and fly your liberal equal flag but this shit is not equal and the only way that it _____ ever get there is if we have a conversation about it not being equal."
- "It _____ be the thing that we do every day: to put ourselves out there to help the people that don't enjoy that."
- "You _____ to be concerned about all the bodies. You _____ just be concerned about bodies that look like yours."

Appendix III: Cards with target sentences and keywords for the debate

Giving your opinion

- In my/our opinion....
- I/We (honestly) think/believe....
- As far as I am concerned....
- The way I/we see it
- Our point of view is....

Rebuttal

- I see your point but...
- I'm afraid to say I don't share your view because....
- Although I understand what you are saying, I don't think...
- Sorry but we have to disagree with you in this point since...

Sequencing

- First of all, we'd like to mention that...
- Firstly/ Secondly...
- The next question we want to raise is...
- We'd like to start by...
- To start with...; in addition...; last but not least
- I/We'd like to finish saying...

Closing remarks

- In conclusion...
- Summarizing everything...
- In summary we'd like to highlight...
- Arrived at this point, we just want to...

Key words

- Stereotype
- Prejudice / bias
- Misconception
- Intersectionality
- Gender/race/class
- Hairstyle /tattoos /piercings /look

Appendix IV: Checklist for final speaking task

- ✓ I have taken creativity into account and my video is within the time constraints; not too long, not too short. My peer and I speak the same amount of time (If done in pairs).
- ✓ I do not discriminate anyone for his/her culture, race or ethnicity. I am tolerant towards other's cultural background and I respect different opinions.
- ✓ I do not make major grammar mistakes (Present simple 3rd person singular -s; final -ed for regular verbs in the past, subject's omission, etc).
- ✓ I include vocabulary from the units and avoid repetition resorting to synonyms and nominalization.
- ✓ My talk is structured,. I speak loud, and clear; I am not monotonous, and my pace, and pronunciation are appropriate. I use pauses and my speech is coherent and cohesive.
- ✓ My video meets the task's requirements. I answer all the questions provided and the task is adjusted to the topic.
- ✓ I use a variety of grammatical tenses and structures, as far as possible.
- ✓ I do not include gender biases/stereotypes. I do not discriminate people for their sex or sexual orientation. I do not use man/men and *he/him/his* to refer to people in general.

Appendix V: Overview of writing types and topics

| Units | Writing types | Asking for It writing topics |
|-----------------------------|------------------|--|
| Technology | For and against | Comment on the advantages and disadvantages of using social media to talk about Emma's rape. |
| Appearance/looks | Summary | Create your own summary to include in the back cover of the book. As this task will be shorter than the rest, think of an alternative title and picture or image for the book cover. Upload a picture of both tasks on the Instagram account created for the purpose. |
| Media | Review | Imagine you have to write a review of the novel for a local newspaper. Give your sincere opinion and try not to spoil the readers. Use <i>Fodey</i> (a newspaper clipping generator) as a resource to write and submit your composition. |
| Culture/travelling | An opinion essay | <p>"All this talk of romantic love, Mum sights. What's important is that you have similar values and beliefs, that you come from similar cultures, that you're similar rather than different. That's what makes a successful relationship". *</p> <p>Do you agree with Emma's mother? Do you think romantic love should be based on thinking the same way and/or belonging to the same culture as your partner?</p> <p>*This quote has been taken from the reading guide that comes at the end of the book and addresses a similar question.</p> |
| Family/relationships | An formal letter | Imagine you were on the party where Emma's rape took place and you witnessed what happened or heard something about it. Write a formal letter to Emma's family to communicate them |

| | | |
|----------------------|-------------------------|--|
| | | you have proofs and are willing to go to the trial as a witness. |
| Fitness/sport | An e-mail | The obsession with body image and being slim and beautiful is a recurrent topic of the novel. Imagine that a friend or acquaintance who suffers from anorexia or bulimia writes you an email sharing his/her case and asking for advice. What would you say to him/her? How could you help that person to overcome the problem? Reply his/her email. |
| Entertainment | A biography | Write Louis O'Neill's biography based on the information about her you have in the book, and on the links provided in one of the activities of the webquest |
| Social issues | A Whatsapp conversation | Imagine you are one of Emma's friends and/or a witness of what happened the night of the rape. What would you do about it? How would you behave? Choose a name for your character or use yours and follow the story that the teacher will begin together with the members of your group. |

Appendix VI: Worksheet “For and Against” composition: Pros and Cons of Social Media

“Have you checked your Facebook? [...] 630 notifications [...]. It’s a page that I’ve never seen before, but it has a photo of me as the profile Picture. [...]The page has hundreds of likes, and five little stars lined up under the name. ‘Easy Emma’. I’m tagged in all the photos.” (145)

- “Screenshots of Snapchats, one after another.” (148)
- “*Everyone* has seen those photos.” (152)
- “I deleted my Snapchat. I changed my number.” (191)
- “Laughter follows me everywhere I go. [...] I didn’t want to go to school.” (155)

- “...thousands of people tweeting about me. #IBelieveBallintoomGirl. I am supposed to take comfort in that, I think.” (187)
- “I tweeted about watching reruns of SpongeBob with Bryan. *Wait, Sarah Swallows* had replied. *You say you were ‘raped’ and then you tweet happy shit? #IDontGetIt #DumbBitch.*” (194)
- “I want #IBelieveBallinatoonGirl to stop trending on Twitter.” (294)

“There are so many new friend requests on Facebook and Twitter notifications, from accounts with no profile pictures and names like XYZ89u4. *Slut...Bitch...Slut...Whore....We know what you are...Slut...Bitch...Skank...Whore...We know what you did.*” (156)

- “I cannot remember, so those photos and those comments have become my memories” (201)
- “I wonder if Conor knows how grateful I am for these emails” (215)
- “I promised my parents that I would shut down all my accounts, but I can’t. I would be erased. It would be as if I never existed. (Isn’t that what I want?) I’m tagged in ten new photos.” (299)

“My phone use is supposed to be strictly monitored these days. It’s to protect you, my father told me, *We just want to protect you*. It is not now that I need to be protected. I unlock my phone, waiting.

Subject: Your side of the story

Subject: Liar

Subject: We Believe You

Subject: Dirty Whore

Subject: It happened to me too

Subject: Fucking Slut

Subject: Kill Yourself”. (213)

Appendix VII: Cards for the writing tasks

- I do not include gender stereotypes
- I do not use the pronouns *he/his/him* to talk about people in general
- There are no statements that would be considered offensive in terms of gender (chauvinist or sexist comments)

- The presentation of my assignment is neat (handwriting clear/appropriate justification and line spacing paragraphs if done by computer)
- The length of my composition meets the requirements (120-150 words).

- I have included at least three vocabulary words from the unit
- I use synonyms to avoid repetition
- There is variety of vocabulary in my composition

- There are no racist implications/comments in my essay
- I do not include cultural stereotypes and I avoid exoticizing people for their skin-colour or race
- I try to be inclusive and consider other people's perspectives

- I have used at least three conditional sentences
- I have made an effort to use different conditionals and time expressions: *as long as*, *when*, *provided that*

- My essay has four paragraphs (introduction, arguments for, arguments against, and conclusion)
- I have used linking words
- I have provided examples to support my arguments

- All my sentences have a subject
- The -s is present in all the present simple verbs that go with third person singular
- There is variety of tenses

- I have provided a(n) (original) title
- I have included original ideas/examples
- I have tried to be creative and mature
- My piece of writing fulfils the purpose of the assignment; all the questions are answered

Appendix VIII: Useful material for the Whatsapp Conversation

Key Words

Empathy, abuse
Rejection, support
Embarrassment
Depression
Preconception
(cyber)bullying

Idioms/expressions

“Step into someone else’s shoes...”
“Take pity on someone”
“The elephant in the room”
“Don’t judge a book by its cover”

Target sentences

I think I would...
If I were Emma...
People shouldn’t....
I personally believe....

Abbreviations

TBH (to be honest) **BTW** (by the way)
YW (You’re welcome) **PPL** (People)
TTYL (Talk to you later) **CU:** See you
OMG (Oh My God) **HTH** (Hope this helps)
ASAP (as soon as possible)
BF/GF (Boyfriend Girlfriend)