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*Teaching the Unteachable: Using Challenged Texts in  
EFL Classrooms to Promote Values and Language  
Skills*

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## **ABSTRACT**

Literature has been contemplated throughout history as a possible means of language teaching; nevertheless, it has not been completely established in EFL classrooms as contrary points of view can be found regarding its implementation in the class, especially when referring to the Spanish education system. The intervention proposal presented in this paper is aimed to assess the value of including literary texts in the English teaching process as it has proven to reinforce the learning experience of the students, allowing them to grow both academically and personally. The relevance of selecting an appropriate writing that engages and motivates youngsters will be crucial in order to fulfill the students' needs and expectations, thus young adult literature will be an adequate genre to appeal students since it speaks directly to them, making them question their current vision of the world and society surrounding them. This is expected to promote a critical thinking that prepares them to fight for a tolerant and respectful society.

**Keywords:** literature, EFL teaching, language skills, values, culture.

## **RESUMEN**

El uso de textos literarios como medio para la enseñanza de inglés como lengua extranjera se ha contemplado a lo largo de la historia; sin embargo, no se ha establecido por completo, ya que existen opiniones contrarias en cuanto a su integración en las aulas, especialmente en las españolas. La presente propuesta tiene como propósito evaluar la valía de incluir textos literarios en el proceso de enseñanza del inglés, ya que ha demostrado reforzar la experiencia estudiantil de los alumnos, permitiéndoles crecer tanto académica como personalmente. Una selección adecuada de textos que motiven a los jóvenes será determinante para cubrir las necesidades y expectativas del alumnado; por lo tanto, la literatura dirigida a jóvenes adultos será un género adecuado, dado que les afecta de forma directa, haciendo que cuestionen su visión del mundo y de la sociedad que los rodea. Como fin último, se espera promover un pensamiento crítico que los prepare para luchar por una sociedad más tolerante y respetuosa.

**Palabras clave:** literatura, enseñanza de inglés como lengua extranjera, destrezas lingüísticas, valores, cultura.



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## 1. INTRODUCTION

As one of the most spoken languages in the world, English is taught in classes of almost every country. Classrooms, from primary to university education, are the spaces destined to do so. However, teaching a language does not only involve teaching its grammar, but also portraying the culture that is characteristic of English-speaking countries, since it is indispensable to have some knowledge about the cultural background to communicate successfully. Furthermore, the fact that education addresses directly to students who are preparing both academically and personally to play a role in a community, makes teacher responsible at some level of the social integration of these teenagers. Hence, the promotion of proper values which allow students to shape their own thinking basing on respect and tolerance, rejecting prejudices and fighting for a fair society.

Literature can achieve all those prompts. As literary texts are considered to be authentic material, they can portray a faithful representation of reality, being the ideal resource to use in the EFL classroom. This dissertation aims to propose an intervention plan which covers all those previously mentioned areas, and that is intended to be applied in the first course of Bachillerato. Secondary Education is indispensable for the growth of students, and not only academically, but because of their age; teenagers will shape their personality during those high school years, so presenting certain topics to them can be decisive for their future behavior. Taking advantage of the versatility of literary texts, these issues that arise some controversy can be treated in the EFL classroom by using “challenged texts”. The works under this label have been banned in some institutions, e.g. high schools, or some countries since the topics that they cover are considered to threaten the integrity of the students. Nonetheless, what is thought to be dangerous is, indeed, the diversity that is found in our society, which has to be respected and protected. Considering those topics menacing for teenagers only distances them from the reality in which everyone is equal and valid. Following this line, the objectives of the intervention plan will be: improving language skills attending to new lexicon and already known grammatical structures, so they will not only learn new content but also reinforce existing knowledge; promoting critical thinking by working with texts that are familiar to the students, making them reevaluate their way of thinking and broaden their minds, reminding them that they are part of a society that needs them to be in the side of equality and respect towards others that may be different; and approaching students to the cultural reality that can be seen not only in other countries, but also in their social context.

Indirectly a taste for literary text is expected to emerge, making students interested in reading not only as a compulsory part of their academic formation, but also outside the classroom.

In a broader sense, this dissertation tries to:

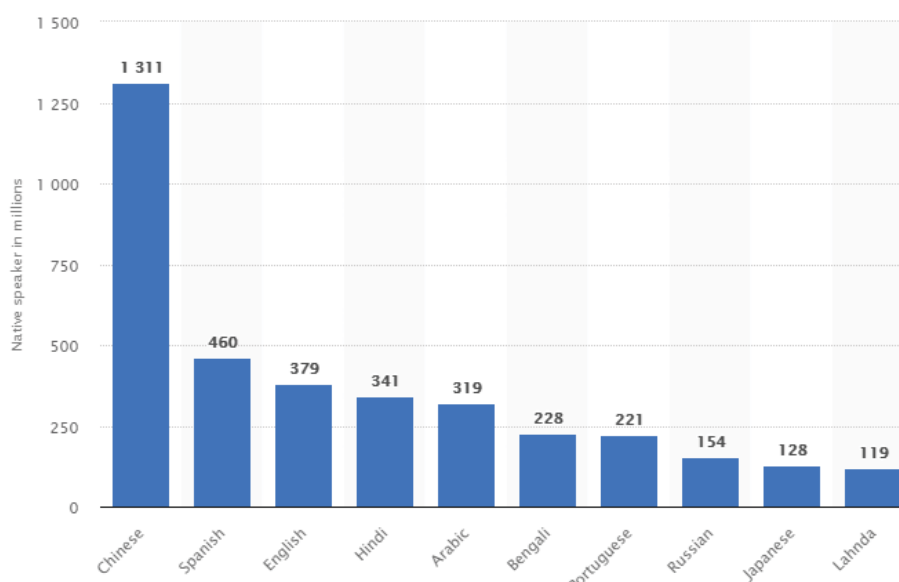
1. Present an alternative different from the traditional approaches that are followed in the EFL classroom and explore the possibilities of introducing literature in those classes, giving it a major role in order to encourage the students' personal and academic development.
2. Design a teaching proposal based on Chris Crutcher's *Athletic Shorts* by which students are expected to assimilate both English grammatical aspects (vocabulary and syntax) and ethical values that are useful for them in their lives, opening their minds and preparing them for situations where lack of prejudice is essential.
3. Improve and complete the teenagers' learning experience with the employment of other authentic resources —mainly for listening purposes—, so students will be able to comprehend the usefulness of English in daily-life situations.

In order to accomplish those aims, the present paper will be divided into four main parts. Section two will provide a theoretical background that result useful for the substantiation of the didactic proposal, that is, the role of literary texts in the EFL classroom, its benefits and drawbacks, and how they can be used to teach language and social values, as well as which criteria should be followed to choose appropriate texts to present in the English class. Following these contents, a selection of works dealing with the same topic that occupies us will be mentioned, that is, using literature in EFL teaching. The fourth section will be introducing the intervention plan, going through all the aspects that were taken into account to design the proposal, such as the context and the methodology that were used. Next, in section five the complete proposal will be explained, specifying everything that is required to carry it out successfully (an appendix with all the necessary material can be found at the end of the paper). To conclude, some final consideration about the use of literary texts in the classroom will be discussed, as well as some ideas to develop in the future.

## 2. THE EFL CLASSROOM

Language is the basic system used for human communication; therefore, it seems logical that governmental institutions support foreign language learning among the population through their education systems. Primarily, and as seen in figure 1, English is one of the most used languages to communicate worldwide, being present in every school and high school in our country (i.e. Spain) to help them develop their communicational skills and, consequently, improve their future academic and professional development.

Figure 1: Most spoken languages in the world (Statista, 2019)



For the purpose of this paper, English will be considered as a foreign (EFL) rather than a second language (ESL) due to the fact that, as Broughton, Brumfit, Flavell, Hill and Pincas state (1993, p. 6) in our context Spanish is “the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life”. Moreover, many Spanish students learn French or German in high school instead of the language in question. Also, many teenagers are foreigners so their second language may be Spanish. Thus, throughout this project we will refer to English classes in Spain as EFL classrooms.

Language is alive and it is constantly evolving; students of English should work on each of the four competences that learning a new language implies, i.e. speaking, listening,

reading, and writing. To improve in these areas, many strategies can be followed, but if they should have something in common, it is the intention to motivate learners. Fulfilling this purpose partially relies on using the correct materials to conduct a class. This paper will be focused on the use of literature in the EFL classroom.

## **2.1. THE USE OF LITERATURE IN THE EFL CLASSROOM**

Traditionally, the main reason why people learnt English was so that they could understand literary works that were originally written in this language (Broughton et al., 1993). Therefore, reading English literature was seen as a goal, not as a tool to learn the language. Also, literature was used as part of the Grammar Translation method since those texts were considered faithful examples and demonstrations of grammatical rules (Bobkina and Domínguez, 2014). With this approach, the content of the text was not relevant, there was just a linguistic intention in the use of literature for teaching purposes.

The investigation dealing with the use of literary texts in the EFL classroom continues until the twentieth century, when literature is excluded from these language classes as it was claimed by many experts that it did not contribute to the language skills improvement that teachers wanted to achieve during their sessions. This non-literary system was carried out until the mid-1980s. Bobkina and Domínguez (2014) affirm that there was a social alarm; students lacked both knowledge and language skills, even though the aim of scholars was enhancing these areas. It was at this point when the role of literature in the English teaching experience was taken into account again; perhaps the inclusion of literary texts was, indeed, what foreign language education needed to succeed at its aspirations.

In the last 20 years, literary and cultural theories have experienced a great expansion in the education fields, and “the reading of culturally authentic texts, has become one of the central claims for curriculum reform in EFL teaching” (Bobkina and Dominguez, 2014, p. 248). Nonetheless, nowadays, the use of literature throughout the teaching process is something that has not been fully or correctly established yet in the EFL classroom, at least when dealing with the Spanish education system, in which the teaching of the English language focuses mainly on the use of theoretical explanations and grammatical exercises; in the words of Shaukat, “the role of literature within the mainstream of EFL/ESL is still not firmly established” (2013, p. 366). Literature (i.e. adaptations) tends to exclusively be used in

order to check the students' reading comprehension by means of a test; however, all its possible applications have yet to be fully explored in the everyday classroom. Ortells supports this line of thought concluding that:

Although it is generally accepted that literature plays a critical role in our lives by helping us reflect on ourselves and the world, it is still one of the most underrated subjects of study in schools, especially when it comes to its use as a tool for the teaching of English language in the EFL context (2013, p. 91).

Up to this point, one question arises. What do we understand by "literature"? In a broad sense, literature is defined as "written artistic works, especially those with a high and lasting artistic value" (Cambridge Dictionary), thus various types of genres can be found within this field such as novels, poems, as well as song lyrics or even newspaper articles. In this line, Mc Rae (1994) clarifies this concept, which can arise some controversy, and differentiates two types of literature:

- "Literature" (capital L): this classification includes exclusively classical or canonical texts; that is, pieces of writing considered to be of a great quality or whose author is well-known.
- "literature" (small l): this subdivision refers to more popular writings. Here we could include the rest of genres that are not identified as belonging to the canon (e.g. articles or song lyrics).

The intervention that is proposed in subsequent sections will deal with the use of "Literature" in the EFL classroom; however, texts conveyed within the "literature" category would be equally useful depending on the teaching purpose.

Nevertheless, the implementation of literature cannot only be treated from one perspective, but it can be approached in three different ways if following Lazar's classification (1993), as can be observed in table 1:

Table 1: Approaches regarding the use of literary texts according to Lazar (1993)

APPROACH	DEFINITION
Language-based approach	If used appropriately, literature can be used to develop language skills, and a “detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it” (p. 23).
Literature as content	This approach is based on the explanation of literary content as such, i.e. the history surrounding the text or the author.
Literature for personal enrichment	The personal enrichment perspective focuses on the ability of the students to make concrete the abstract concepts that appear in literature and relate them to their personal experiences, growing and learning from them.

### 2.1.1. BENEFITS AND DISADVANTAGES OF USING LITERATURE IN TEACHING

Although there are some authors who doubt the effectiveness of using literary texts to teach a foreign language, there are many benefits that have been contemplated by several scholars. In this subsection, both the main advantages and disadvantages will be analyzed. In the first place, it has to be stated that there is not an infallible theory, so both benefits and withdraws should be borne in mind when incorporating literary texts into EFL classrooms.

On the one hand, authors such as Lazar (1993) and Paran (2008) shed some light on the advantages that literature offers when used appropriately. We can find the following:

- I. Basing lessons on literary works means using authentic material. Learners can observe different patterns of the English language.
- II. Working with pieces of writing may improve the intuitive abilities of the learners. If facing any kind of unknown language, they can infer its meaning by the context provided.
- III. It provides social and cultural context. Literature is the perfect tool to captivate students and introduce new lifestyles to them. Hall (2005, p. 55) shares this vision, contemplating “literature as potentially playing a role in facilitating the learner’s

access to this English-using culture”. These types of texts are capable of portraying a reality and bringing it closer to the students.

- IV. Reading literature can be an engaging activity. As motivation is one of the main goals of English —or any field of— teaching, stories may activate their creative capacity and increase their interest in topics that they would not care about otherwise.
- V. Finally, it can be used as a means of teaching students some values; in the words of Ortells (2013, p. 94) “literature in the context of the EFL classroom is not only a tool to teach communicative skills but also a cross-curricular element in learners’ education”.

Dealing with the benefits of using literature as a tool for English teaching purposes, Maley (1989) mentions the positive characteristics we can see below:

- VI. Universality: literary texts offer diverse plots that can be significant to every reader since it deals with universal themes that are shared by all cultures, such as love, death or tragedy.
- VII. Non-triviality: this aspect refers to the capacity of literature to provoke a response: nobody is indifferent. The point of this argument is that people react to what takes place in a literary text, they have their own point of view, opinion and expectations of what is happening in the story.
- VIII. Personal relevance: in order to make learners enjoy the text they are provided with, it has to be related to their interests; they will enjoy reading if the story that is being told speaks directly to them, getting into the world they live in.
- IX. Variety of themes: as it is said, variety is the spice of life. Literature conveys a great variety of genres and topics that may be appealing to different readers. Not being restricted to a unique storyline makes literary texts appropriate for different types of readers and diverse situations, as there will always be a text covering the subject one is interested in.
- X. Imagination: realistic or fictional stories are the key to the stimulation of creativity. Literature can implicate the reader in the plot and allow them to use freely their imagination. Students are able to recreate the story in their minds.
- XI. Ambiguity: this last benefit is closely related to the exploitability that can be granted to literature. Each text portrays a unique plot and the reader can approach it from a different point of view; it may be interpreted in numerous ways depending on the person who reads it. This ambiguity propitiates many supplementary activities

dealing with personal evaluation of the writings, such as opening up a debate or inventing alternative endings.

On the other hand, as authors such as Edmondson (1997) state, the use of literature in the EFL classroom can imply these disadvantages:

- I. Even though it has been mentioned as a benefit, not every teenager has developed a taste for literary texts, so the idea of reading as a means of learning might not be as appealing for them as it could be for the rest of students. Furthermore, it is virtually impossible to select a text that everyone likes.
- II. The level of difficulty, as well as the reading interest, may vary depending on the learner. A teacher has to bear in mind that the English proficiency of each of their students is not going to be the same. Once again, students may be demotivated for not understanding the text.
- III. In many cases, the reality that is portrayed in the writings has been modified, so it may not be completely trustful for the students, creating in their minds a wrong idea of a certain culture, or even an image that has been influenced by the author's own point of view.
- IV. Lack of time to introduce this type of teaching in the EFL sessions. This problem finds its explanation in the curriculum and the non-explicit obligation for the teachers to use literary resources. As the curriculum is the foremost guide for teachers, they tend to accomplish the objectives it conveys by means of a regular English textbook.
- V. Ortells (2013) addresses what she considers a decisive drawback: the insufficient formation of English teachers in the literary field. According to the author, this lack of instruction would affect the way educators treat the subject and "their attitudes towards the issue" (p. 95). This situation would result in an inefficient use of literary material, or in the decision of not using literature in any sense.
- VI. Some cultural issues can also entail a difficulty for the reader. The lack of awareness about other cultures different from that of the learner may signify a difficulty and eventually disrupt the correct understanding of the text. This problem can be avoided providing students with information about the culture of English-speaking countries.
- VII. Syntax and vocabulary also establish a barrier between some learners of English and literary texts. In addition, the use of some grammatically incorrect words can be encountered in the text as it was the intention of the author to use that word in such



way (e.g. “she don’t” instead of “she doesn’t”). As will be seen in section 2.1.2, this issue can be dealt with so that students feel confident when facing a challenging text.

VIII. Even though it was seen as an advantage, the reality that is reflected in the story may be influenced by the view of the author, modifying it according to their personal beliefs.

IX. The last disadvantage is found in the difficulty that arises when facing text selection. The teacher must be careful choosing the piece of writing they are going to ask their students to read. The elements to take into account in this selecting process will be developed in section 2.1.2.

As the focus of this paper will be on the use of literature to promote both the academic and personal growth following a personal and linguistic model, the following subsections will deepen in the use of literary texts in order to work on those two aspects.

#### **2.1.1.1. LITERATURE IN GRAMMAR TEACHING**

Although there are some researchers who dissent from the opinion that literature is, indeed, helpful to teach such skills, other scholars, as mentioned above, support its utility starting by the premise that literary texts, as any piece of writing, is based on language. Stories are brought to the readers in form of words, so it is essential that they are able to understand them, or at least, get a glimpse of what they could mean. Fenn and McGlynn (2018) have explored this teaching approach in their work, providing a useful guidance on how to use literature to teach grammar. Grammar, for the purposes of this research paper, is exclusively related to vocabulary, morphology and syntax, and literary texts convey these aspects. As an authentic material, literature is supposed to provide readers with English input that reflects the correct use of the language; that way, students can naturally improve their proficiency

In the eyes of EFL learners, grammar is the most tiring part of the language learning process, and “studying grammar as an abstract concept may give children the theory, but in our experience it does not help them understand how to actually apply this theory in practice” (Fenn and McGlynn, 2018, p. 1). Instead of working with a set of theoretical rules, the learner is provided with practical and realistic English input which will enrich their linguistic competence. For this reason, the supporters of the use of literature as a tool to learn the language grammar suggest these approaches to the topic:

- In the case of syntax or grammatical structures, seeing the same pattern repeated numerous times may familiarize the learner with it; e.g. the structure TO BE + PAST PARTICIPLE could be assimilated by reading passive sentences.
- Taking into account vocabulary, students can see real instances where terms that they already know are used, or learn new words inferring their meaning by the context or by looking them up in a dictionary.

### **2.1.1.2. LITERATURE AS A PORTRAIT OF SOCIETY**

Among the many advantages that can be found in the use of literature for teaching purposes, the most important for the personal growth of the students is that related to culture. Literary texts offer the possibility to understand one's own culture by means of learning about others. This approach should be dealt with in consonance with other perspectives, as the traditional one, which focuses on the appreciation of literature as such, and the linguistic approach, which is one of the uses literary text can have if applied to an EFL classroom (Shaukat, 2013). If we only pay attention to these two perspectives, the student will be lacking an important part of the language learning experience, which is acquiring knowledge about cultural aspects.

Literature, as any artistic conception, has its origin in society, as it is created by people who are living in a determined period of time with specific social standards, and affected by their life conditions and their personal circumstances. In consequence, many different ideas will be found in those stories, and the reader has to face the text with an openminded perspective. As Brumfit notes, "the fundamental ability of a good reader of literature is the ability to generalize from the given text to either other aspects of the literary tradition, or personal or social significances outside literature" (1985, p.108). This is the main contribution of literature: transcending the limits of fiction and being applicable to real situations; it is capable of conveying and portraying a society, its values and customs.

As seen throughout this section, there are some aspects of employing literary texts in an EFL classroom which can be improved. After noticing these downsides, some solutions should be proposed in order to facilitate the didactic labor so literature can be effectively used in EFL classrooms.

### 2.1.2. THE PROCESS OF SELECTING ADEQUATE LITERARY TEXTS

In this section, one of the most important and controversial aspects of including literature to the EFL classroom will be addressed. As seen in section 2.1.1., selecting an appropriate text to work with the students is an arduous task, as many aspects shall be taken into account if the teacher wants the experience to be successful and rewarding for the student at an academic and personal level. Some variants to bear in mind while choosing a literary text for teaching purposes are discussed below.

Before compiling all these elements, it has to be noted that the student and their circumstances have to be considered in the first place. Bobkina and Domínguez remark that the main focus should be on the learner, not on the text, as they are the protagonists of their learning journey, and this is not possible exclusively using the textbooks that are designed for EFL classrooms (2014).

The **age** of these youngsters will be essential to choose the right literary text as it is closely related to other factors such as their **interests**, **motivations** and their **level of expertise**. As a general rule more mature themes are relevant for them as they grow up, as well as their proficiency in a foreign language increases. Therefore, the teacher can introduce more adult contents as the students are closer to Bachillerato courses along with an increase in the difficulty of the grammar that appears in the story. The main theme of the literary text has to do with the motivation the students will demonstrate towards the writing since “in a foreign language, learners might react well to literature that had been written specifically for their own age group” (Paran, 2008, p. 488). This reaction, as Ortells notes, is expected to occur by implementing Young Adult Literature (YAL) (2013, p. 94) since it will address directly teenagers’ interests and lives.

However, it must be considered that not all students from the same class will have the same level of expertise in the linguistic area, so the **learner’s specific needs** should be covered somehow by means of the adaptation of materials, for instance, if the teacher and the students find the text too difficult mainly in terms of **language**. In order to avoid this type of situations, Lima highlights the necessity to give students texts of an appropriate level according to all those discussed factors, being the ideal writing the one that finds a balance being easy enough to be understandable and not hindering their reading process and being challenging for them so they actually learn something new (2010).

The **length** of the text is another source of conflict for EFL teachers. On the one hand, a long text that has not been reduced in any way may demotivate students as they may spend too much time reading it. On the other hand, a shortened or adapted text tends to lose important information, so the context may not be enough for the learners, leading as well towards an inattentive behavior; if there is oversimplification, the text results in something similar to what they have been reading through their school days, arising no interest, and being useless (Hall, 2005). Kirkness and Neill consider this idea, supporting the usage of rather short texts, adding that

the length and complexity of many sentence structures is a challenge for the reader [...]. Readers need to summarise and synthesise old and new information and the writers assume the reader's prior knowledge (e.g., the expectations of conference clients as well as educational terminology) (2009, p. 9).

The **cultural backgrounds**, both the one of the learners and the one portrayed in the text, are crucial for the acceptance of the text and the relevance of the role they are going to play in the students' lives; for this purpose the chosen text should deal with modern and meaningful issues for the learners. A new system of ideas and beliefs is going to enter their world, and it is by reading that they are going to broaden their limits and learn to be more tolerant. Thus, indirectly, their **critical thinking** is being fomented by raising awareness of their own culture and the discovery of new ones. Bobkina and Domínguez also cover this aspect of literature in English teaching noting that these cultural approaches create bridges between cultures, bringing both systems together (2014).

Lastly, the **exploitability** of the text shall be a decisive factor when selecting a literary text. Once the teacher has set the goals they want to achieve during those sessions, they have to plan how they are going to fulfill them. A text that can be treated from many perspectives will be more suitable than one that lacks exploitability. Apart from the main activities, the supplementary ones that can be introduced into the EFL class should be coherent and challenging for the learners, making them evolve academically and personally. Two of the most known complementary activities are role-plays and discussions:

- a) Role-play is a useful tool to ease the English learning process, as it engages the students by asking them to take action in the story (Liu and Ding, 2009).
- b) Discussions are related to the communicative approach, as students have to be capable not only of reflecting their linguistic abilities, but also of doing it appropriately and respecting their classmates' points of view.

As seen throughout these sections, the incorporation of literature as a resource in EFL teaching has gained popularity over the last years; however, much work and research on the topic is yet to be made so that literary texts can be used to improve learners' linguistic and personal skills.

In the next section, some studies and proposals dealing with the use of literature as a tool for English teaching purposes will be explored.

### 3. SOME PREVIOUS STUDIES ON LITERATURE USAGE IN ENGLISH TEACHING

The educational field is constantly changing in the sense that new methodologies or approaches are integrated as the students' necessities vary. The main aim of the education community is to motivate students and help them obtain better results. The use of literature as an instrument in language teaching has been discussed by many researchers in the field, most of them coming to the conclusion that is beneficial for the students' learning process. Even though there are many studies dealing with the use of literature as a tool for English teaching, a comprehensive literature review on the topic will not be provided. However, the following three works illustrate three different approaches to the topic:

Floris (2004) studies the possible applications of literary texts in the Indonesian EFL classroom, previously going over the benefits and the difficulties that teachers may find through this task; nonetheless, she gives some pieces of advice to overcome those complications and achieve better results. Her proposal is based on a specific genre, poetry, more specifically on "A Child's Sandal" (1998) by Agnes Lam. Floris suggests the application of a "student-centered approach" (2004, p. 7). A total of five tasks are suggested in order to increase the English input that students receive:

- Task 1: students are asked to guess the content of the poem just by reading the title; next they will compare their answers.
- Task 2: their previous hypothesis will be checked reading the original text.
- Task 3: some questions about the narrative style of the text will be commented.
- Task 4: students are asked to relate the content of the poem to their personal experience (parental role and responsibilities).
- Task 5: a traditional writing exercise is proposed to the class in which they have to follow a rigid structure answering the questions indicated by the teacher.

In her final dissertation, Ferreres (2018) deals with the same issue of this dissertation, the role and applicability of literature in Spanish EFL classrooms. Seven sessions are proposed –and put into practice– for 4<sup>th</sup> course of E.S.O. (Secondary Education) using *Jefferson's Sons* as the basis for the activities carried out during the lessons following three different approaches: cultural, linguistic and personal growth models, so it covers all the

aspects in which literary texts can be used for language teaching. Also, the author provides some rubrics that can be used for the assessment of the suggested activities.

Finally, Losada (2015) introduces technology to the discussion. He bases his intervention on the increasing influence that electronic devices have over teenagers nowadays. Using WebQuest, a task-oriented webpage, he aims to introduce fantasy literature to EFL classrooms in a Spanish context. Also addressing 4<sup>th</sup> courses of E.S.O., Losada proposes an adaptation of an excerpt from “The Traditions of Karzh”, a short story written by Paula Volsky, for the process of English teaching during seven sessions, including the final task. This way, students not only have to test their language proficiency, but also their digital skills.

Even though all these projects deal with the same subject, each one approaches it from a different perspective or considering diverse improvements (e.g. varied models, genres, the digital competence). These three authors come, however, to the same conclusion: the implementation of literature in the English learning process is necessary if not mandatory, since it attempts to increase the students’ language competence at the same time they reflect on culture and values.

In the next section, an intervention plan will be proposed taking into account the theoretical background and considerations displayed through these sections.

## **4. INTRODUCTION TO THE INTERVENTION**

Section four will be devoted to the proposal of an implementation plan for Secondary Education after taking into consideration the aspects mentioned in the previous sections of this paper. In order to analyze this teaching project, this section will be divided into three main parts: the objectives of the intervention, the methodology used to carry it out, and the sessions proposed to introduce literature in the EFL classroom.

### **4.1. CONTEXT**

This intervention plan is designed to be put into practice in a public high school in Castilla y León, as it will be based on the curricular contents appearing in the ORDEN EDU/362/2015, which contains the evaluation criteria, contents and learning standards that must be followed by every Secondary Education institution that is found in any part of the region. Furthermore, this project is not aimed at being implemented in bilingual programs, although it can be adapted to them.

Concerning the students to whom this proposal is addressed are those taking the first course of Bachillerato. The reasons behind this choice are varied. First, the youngsters that are in Bachillerato have made the decision to continue their studies, as it is not mandatory to study further courses than 4º E.S.O. This fact –although there always are exceptions– leads us to think that they are somehow curious about some subjects, know the importance of learning English for their future careers, and that they are responsible and mature enough to complete the tasks. Even though this proposal could also be applied to the second course of Bachillerato, the pressure of the EBAU (Evaluación de Bachillerato para el Acceso a la Universidad), the series of exams they have to take so that they can go to University, makes students reluctant to practice something that they are not going to be evaluated about, and, also, educators prefer to pay attention primarily to grammar and vocabulary exercises, so their pupils pass the exam.



## 4.2. OBJECTIVES

As a result of the use of literary texts in the EFL classroom, the two and most important general aims of this project are to improve students' proficiency in their foreign language—in this case, English—and to enable them to work on ethical matters, that is, to manage their feelings and values. If applied, this intervention is expected to fulfill those goals. Concretely, these aims can be broken down into the following prompts:

Regarding the students' **academic formation**:

1. Enriching students' lexicon. By reading and working with the chosen stories, they will be expected and required to assimilate new topic-related vocabulary thought to be useful for everyday communication.
2. Reinforcing already seen grammatical structures. The suggested texts will contain syntax that is known by the students, whether for the simplicity of the structures or for the level of the class.
3. Improving the communication skills of the students by suggesting activities which reinforce the four language competences: speaking, listening, reading and writing.
4. Providing learners with authentic material. As seen in subsection 2.1.1., one of the benefits of using literature for language teaching purposes is that students are provided with “real” language, not the carefully selected input that they tend to see throughout their English learning journey, for instance, the graded readers—stories intentionally written for learners of English depending on their proficiency.

In respect of **personal development**:

5. Promoting values which prepare students to face social circumstances that require tolerance and avoid prejudices. All the short stories that have been selected deal with certain universal topics present in all the current worldwide societies.
6. Broadening teenagers' minds by discovering new cultures, and, consequently, new lifestyles, customs, and beliefs. The students will enjoy the plots portrayed in the stories as they can connect at a personal level with the characters, and, in that way, they will learn points of view different from theirs.
7. Encouraging the reading of literary texts both inside and outside the classroom. If the texts result engaging enough, they may awaken a hidden taste for literature that

they had not experienced before, or, in the case they already enjoyed reading, they may be curious about other genres or themes, eventually reading outside the academic context and doing it for pleasure.

When it comes to curricular terminology, the BOCYL states that one of the leading aims of English teaching is providing students with a means of communication, learning and personal growth (2015). Overall, English language has to personally enrich the students so that they are interested in other cultures different from their own; in consequence, making their life fuller (ORDEN EDU/362/2015). Although there are no many explicit references to the specific use of literary texts, as can be observed, many of the outcomes that are proposed can result from the introduction of this type of texts into the EFL classroom. The government gazette not contemplating the application of literature as a tool to learn the English language, is one of the main causes why teachers decide not to include it in their syllabus, as language, culture and values may be taught through other means. Nonetheless, on many occasions, this is not the case, and students finish course by course without learning basic concepts they should acquire.

According to the ORDEN EDU/362/2015, the contents, the evaluation criteria and the learning standards belonging to each of the four competences (listening, speaking, reading and writing) to be achieved with this proposal are shown in table 2<sup>1</sup>.

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<sup>1</sup> It was decided to maintain the excerpts from the BOCYL (2015) in Spanish and not translating the text into English in order to be faithful to the information retrieved from an official governmental institution.

Table 2: Contents, evaluation criteria and learning standards selected for the intervention (BOCYL, 2015).

Contents	Evaluation criteria	Learning standards
<b>LISTENING</b>		
<p>Movilización de información previa sobre tipo de tarea y tema (p. 32785).</p> <p>Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos (p. 32786).</p> <p>Convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes (p. 32786).</p> <p>Aspectos socioculturales y sociolingüísticos de las comunidades donde se habla la lengua meta (p. 32787).</p>	<p>Identificar las ideas principales, información relevante, hilo conductor o trama, e implicaciones generales de textos de cierta longitud, bien organizados y con estructuras lingüísticas de cierta complejidad, en una variedad de lengua estándar y articulados a velocidad media o normal (p. 32785-6).</p> <p>Conocer con el suficiente detalle y saber aplicar adecuadamente a la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a situaciones cotidianas (p. 32786).</p> <p>Reconocer léxico oral común y más especializado, relacionado con los propios intereses y necesidades en el ámbito personal (p. 32787).</p>	<p>Comprende, en una conversación informal o una discusión en la que participa, tanto de viva voz como por medios técnicos, información específica relevante sobre temas generales o de su interés, y capta sentimientos como la sorpresa, el interés o la indiferencia, siempre que los interlocutores eviten un uso muy idiomático de la lengua y si no hay interferencias acústicas (p. 32786)</p> <p>Comprende los puntos principales y detalles relevantes en [...] temas de interés personal o de su especialidad (p. 32787).</p>
<b>SPEAKING</b>		
<p>Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica (p. 32787).</p> <p>Apoyarse en y sacar el máximo partido de los conocimientos previos (p. 32788).</p>	<p>Construir textos coherentes y bien estructurados sobre temas de interés personal, o asuntos [...] en un registro [...] neutro o informal, utilizando adecuadamente los recursos de cohesión más comunes, y mostrando un control razonable de expresiones,</p>	<p>Hace presentaciones bien estructuradas y de cierta duración sobre un tema académico (p. e. el diseño de un aparato o dispositivo, o sobre una obra artística o literaria), con la suficiente claridad como para que se pueda seguir sin dificultad la mayor parte del tiempo y</p>

<p>Definir o parafrasear un término o expresión (p. 32788).</p>	<p>estructuras y un léxico de uso frecuente (p. 32787).</p> <p>Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto oral (p. 32788).</p>	<p>cuyas ideas principales estén explicadas con una razonable precisión, y responde a preguntas complementarias de la audiencia formuladas con claridad y a velocidad normal (p. 32787).</p>
<p>Léxico oral común y más especializado, dentro de las propias áreas de interés en el ámbito personal (p. 32789).</p>	<p>Conocer, y saber seleccionar y utilizar, léxico oral común y más especializado relacionado con los propios intereses y necesidades en el ámbito personal (p. 32788).</p> <p>Participar con eficacia, aun cometiendo errores, en actividades de interacción oral dramatizadas tales como simulaciones globales, juegos de rol, etc., de larga duración, disponiendo de la posibilidad de preparar y gestiona su participación en las mismas (p. 32789).</p>	<p>Participa con eficacia en conversaciones informales [...] en las que describe con cierto detalle hechos, experiencias, sentimientos y reacciones, sueños, esperanzas y ambiciones, y responde adecuadamente a sentimientos [...]; cuenta historias, [...] como el argumento de libros [...] indicando sus reacciones; ofrece y se interesa por opiniones personales sobre temas de su interés; hace comprensibles sus opiniones o reacciones respecto a las soluciones posibles de problemas o cuestiones prácticas; expresa con amabilidad creencias, acuerdos y desacuerdos, y</p>

		explica y justifica sus opiniones y proyectos (p. 32788).
<b>READING</b>		
<p>Movilización de información previa sobre tipo de tarea y tema (p. 32789).</p> <p>Formulación de hipótesis sobre contenido y contexto (p. 32790)</p> <p>Convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes (p. 32790).</p> <p>Intercambio de información, indicaciones, opiniones, creencias y puntos de vista (p. 32790).</p> <p>Léxico escrito común y más especializado relativo a [...] historia y cultura (p. 32791).</p> <p>Léxico básico de las materias de la modalidad de bachillerato cursada (p. 32791).</p>	<p>Identificar las ideas principales, información relevante e implicaciones generales de textos de cierta longitud (p. 32789).</p> <p>Conocer con el suficiente detalle, y saber aplicar adecuadamente a la comprensión del texto, los aspectos sociolingüísticos derivados de situaciones cotidianas y menos habituales en el ámbito personal, [...] y los aspectos generales que permitan comprender, en su caso, el trasfondo sociocultural del texto (p. 32790).</p> <p>Reconocer léxico escrito común y más especializado relacionado con los propios intereses, y necesidades en el ámbito personal (p. 32790).</p>	<p>Comprende instrucciones de una cierta extensión y complejidad dentro de su área de interés o su especialidad, siempre que pueda volver a leer las secciones difíciles (p. 32789).</p> <p>Sigue sin dificultad la línea argumental de historias de ficción y de novelas cortas claramente estructuradas, de lenguaje sencillo y directo, en una variedad estándar de la lengua, y comprende el carácter de los distintos personajes y sus relaciones, cuando unos y otras están descritos claramente y con el suficiente detalle (p. 32790-1).</p>
<b>WRITING</b>		
<p>Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (p. 32791).</p> <p>Localizar y usar adecuadamente recursos lingüísticos o temáticos (p. 32791).</p> <p>Convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias</p>	<p>Escribir, en cualquier soporte, textos de estructura clara sobre una serie de temas generales y más específicos relacionados con los propios intereses o especialidad, haciendo descripciones con el suficiente detalle; redactando en palabras propias, y organizando de manera coherente, información e ideas extraídas de diversas fuentes, y justificando las propias opiniones sobre temas generales, o más específicos,</p>	<p>Escribe, en un formato convencional, informes breves en los que da información pertinente sobre un tema académico, ocupacional, o menos habitual [...] describiendo con el detalle suficiente situaciones, personas, objetos y lugares; narrando acontecimientos en una secuencia coherente; explicando los motivos de ciertas acciones, y ofreciendo opiniones y sugerencias breves y justificadas sobre el</p>

<p>y actitudes; lenguaje no verbal (p. 32792).</p> <p>Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de predicciones y de sucesos futuros a corto, medio y largo plazo (p. 32792).</p> <p>Intercambio de información, indicaciones, opiniones, creencias y puntos de vista, consejos, advertencias y avisos (p. 32792).</p>	<p>utilizando elementos de cohesión y coherencia y un léxico de uso común, o más específico según el contexto de comunicación (p. 32791).</p> <p>Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto escrito (p. 32792).</p> <p>Conocer, y saber seleccionar y utilizar, léxico escrito común y más especializado (p. 32792).</p>	<p>asunto y sobre futuras líneas de actuación (p. 32792).</p> <p>[...] transmite información e ideas sobre temas abstractos y concretos, comprueba información y pregunta sobre problemas y los explica con razonable precisión, y describe, de manera detallada, experiencias, sentimientos, reacciones, hechos, planes y una serie de temas concretos (p. 32792).</p>
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As can be seen in the table, all the competences rely on lexical and cultural aims; however, explicit allusions to the development of personal growth cannot be found. For this proposal three main controversial topics will be dealt with the students: parenting, racism and homosexuality.

If we bear in mind the competences established in the Real Decreto 1105/2014 (2015), six of the seven aspects that it considers can be found in this proposal:

- a) Linguistic communication.
- b) Digital competence.
- c) Learning to learn.
- d) Social and civic competences.
- e) Sense of initiative and entrepreneurship.
- f) Cultural awareness and expressions.

As has been seen, the perfect harmony between three variants, i.e. language, personal growth and cultural awareness, will be the pillars of this intervention plan. To obtain the results coming from the objectives set in this subsection, we have to think about the best way related to how to present the materials; this will be discussed through the next part of this paper.

### 4.3. METHODOLOGY

How materials are presented in class are as important as, or even more than, the established objectives. A good and democratic environment is essential for the wellbeing and the progress of a lesson, so the methods that will be used throughout the intervention plan must work on those aspects. The two main methodologies that are going to be followed to create the intervention plan are those below.

In the first place, the activities will be organized attending to what Jeremy Harmer named the ESA pattern: Engage, Study and Activate. According to this method, during a session, the students should go through those three phases in order to assimilate what is being presented to them (1998).

- The first stage, Engage, should include games or activities that motivate students, showing them something that draws their attention to the explanation of the teacher; if possible, something funny or interesting, for example a short clip of *The Simpsons* or a recent news that arises controversy. This phase should be somehow introducing the content that is going to be seen at the following stage.
- The second step is Study. As can be expected, in this stage the theoretical content that needs to be explained should be included; however, the explanation should not be too dense, so students do not disconnect from the lesson.

- Lastly, the Activate stage is devoted to the practical use of what they have learnt during the previous stages. Therefore, activities have to be designed so the abstract concepts become concrete and are put into practice.

The stages on which we will focus are the first and the third ones, since the Study part should be done at home, i.e. reading the passages that are established in the proposal.

Moreover, it is necessary that the students feel that their ideas are being heard and their points of view, respected. Students will be required to express themselves by the two active competences, i.e. speaking and writing, so that they improve their language skills at the same time they interact at a more personal level using a foreign language, English, and this will be done following the **communicative method**. Ideally, communication will be the basis of the teaching-learning process, and that means that the teacher's role will be to encourage the students to produce linguistic output and use this foreign language to interact with the learners. It will be carried out in three different ways:

- 1- Student – Student interaction.
- 2- Teacher – Student interaction.
- 3- Student – Teacher interaction.

With the purpose of introducing other type of activities to the intervention plan that takes into account students requiring special attentions, such as ADHS, some dynamic activities based on the Total Physical Response (TPR) method will be included. The principle founding this methodology is that the movement as a reaction to oral or written input is useful for helping the students assimilate and remember the content, mainly in language related subjects.

The need of including more than one methodology relies on the variety of students that can be found in a single class. There should be no fear to introduce as many approaches as necessary in order to obtain the best results from the learners.

Next, the literary texts chosen for the proposal that occupies us will be presented in subsection 4.3.1.



#### 4.3.1. SELECTED MATERIALS

One of the main purposes of this intervention plan is to work on personal-growth aspects and the arising of cultural awareness with the students. For this cause, the literary text selected has to portray reality as it is, bittersweet sometimes, and the characters appearing in the story had to be relatable to the pupils. Young Adult Literature (YAL) encompasses this aspect whilst being presented in an authentic format, including real language. After researching on the topic, *Athletic Shorts* by Chris Crutcher is selected work as it conveys all the requirements established for the selection of the literary text. Crutcher is well-known for his stories, portraying teenagers in the crucial years of their life facing difficult situations that can be easily related to nowadays youngsters. In addition, all the stories are written in first person, which enables the reader to establish a strong connection with the protagonists. Thus teenage readers can relate to what they are reading. Verisimilar stories are enticements to engage students, and, hopefully, they will teach them how to cope with some situations and learn from the mistakes of the main characters. Which is characteristic of all of them is that Crutcher's characters grow up as the story comes to an end, when they finally accept the circumstances which they have to live and respect others' lifestyles and beliefs.

*Athletic Shorts* is a compilation of six short stories written in 1991. Even though it may seem outdated a priori, considering the date it was published, the writing is modern, and the issues treated are still transcendent nowadays, some of them even being cause of social revolts and protests. The text has been catalogued as challenged or banned in some American States as it contains obscene vocabulary and it treats topics that are considered to be dangerous for the children or the teenagers as homosexuality. The reason why challenged texts were chosen is because they deal with everyday issues, illness, or social problems that students must be aware of to elaborate their own point of view; avoiding talking about these topics just makes them seem "prohibited" in some way, and leaves learners uninformed. Although there are six stories in total, only four of them will be used in the EFL classroom:

a. "A Brief Moment in the Life of Angus Bethune"

This is the first story of the compilation. It introduces Angus Bethune to the reader, a fat kid that has always been picked on by his classmates. His parents divorced and married again with different people. Both discovered that they were homosexual, so Angus ended up having two fathers and two mothers; another reason why their mates disturbed them. Through the story, his parents give him advice, so he gets through his high school days. Eventually,

Angus gets closer to the girl of his dreams, who also struggles with bulimia. Hence, varied themes going from sexuality to eating disorders are treated in this text, complicated issues for people their age.

b. “Telephone Man”

The protagonist of this plot is a kid known as “Telephone Man” as his main hobby deals with these electronic devices. Racism is the main basis of this text; “Telephone Man” is strongly influenced by the racist ideals of his father, who is always talking about how black and Chinese people ruin everyone they come across. The kid starts realizing his father does not have any reasons to hate people just for their skin color, being black kids the only ones that stood for him when others wanted to pick on him, and questioning his father’s statements or beliefs is one of the hardest things he has to do.

c. “In the Time I Get”

The main character, Louie Banks, who is dealing with the loss of his girlfriend, meets Darren, his new co-worker and niece of his boss, and friend, Dakota. As for many people, homosexuality is a taboo in the eyes of Louie, so when he finds out Darren is gay and that he has AIDS—in addition to the fear he has of what will people say if they are seen together—he tries to avoid him. However, he reconsiders what he is doing and makes the decision of standing by Darren’s side until he finally dies, never regretting his choice.

d. “Goin’ Fishin’”

Forgiveness is the main theme of this story. Lionel Serbousek loses both of his parents and his little brother in an accident while they were fishing caused by a collision with a boat of an acquaintance of his, Neal Anderson, who was drunk. Some years later, Neil knocks on his door asking for forgiveness which Lionel rejects. When Neil’s mother calls Lionel informing him that her son is on drugs and dying, he decides to talk to his friend, Elaine, who makes him understand that there always are risks, and something bad happening is matter of chance most of the times.

The rest of short stories, i.e. “The Pin” and “The Other Pin”, have been excluded from this project as the language used in them is more than challenging for the students of 1<sup>st</sup> of Bachillerato, and the plots shown are of no interest for them, in comparison with the other four stories.

Besides these print resources, digital tools will also be used during the activities, since its relevance has remarkably increased throughout these last years, and, also, it spreads motivation among the students. Therefore, some activities will be carried out aiming to improve students' ICT skills.

In the next subsection, the distribution of the tasks for this intervention will be determined.

#### 4.3.2. TASKS

The tasks proposed for the implementation of Crutcher's *Athletic Shorts* will be devoted to the four selected texts. Taking into account that the academic year for high schools is formed by three terms, the activities should be carried out during the entire course, as they are complex and time-consuming activities. In the following tables (3-6), the aspects that can be highlighted from each short story are mentioned so they are taken into account when designing the proposal. As can be seen, they convey the three aspects previously mentioned in Lazar (1993). The activities proposed for each text are designed to be completed both individually and in groups, so students will learn how to work on their own as well as cooperatively; they will have to respect others' viewpoints and think about arguments that can express their opinions without hurting other people. It is important to note that the groups will be assigned by the teacher, so students have the opportunity to interact with classmates they had not talked to before; in addition, each group should have the same number of members, e.g. if there are 20 students in the class, 4 groups of 5 people will be formed.

1. "A Brief Moment in the Life of Angus Bethune" will be introducing the following topics:

Table 3: "A Brief Moment in the Life of Angus Bethune"'s approaches.

<b>Linguistics</b>	Reported speech
	New vocabulary
<b>Culture</b>	American Prom
<b>Values</b>	Homosexuality
	Bullying
	Eating disorders

2. The second group will be using the short story “Telephone Man” to work on:

Table 4: “Telephone Man”’s approaches.

<b>Linguistics</b>	Relative pronouns
	Offensive language
<b>Culture</b>	Racial diversity
<b>Values</b>	Racism
	Tolerance
	Parental influence

3. “In the Time I Get” is the perfect story for the students’ literary and self-discovery journey. They will be dealing with very serious issues and they have to be careful with how they treat the topics.

Table 5: “In the Time I Get”’s approaches.

<b>Linguistics</b>	Infinitive and gerund forms
	New vocabulary
<b>Culture</b>	Illness
<b>Values</b>	Homosexuality
	AIDS
	Death

4. “Goin’ Fishin’” is the last short story, the group that is given this text will be focusing on the following themes.

Table 5: “Goin’ Fishin’”’s approaches.

<b>Linguistics</b>	Past tenses
	New vocabulary
<b>Culture</b>	Going fishing
<b>Values</b>	Forgiveness
	Drugs
	Friendship

Having established the different aspects that will be treated by means of the intervention plan, the actual proposal is detailed in section 5, where the chosen activities are explained in detail.

## 5. DIDACTIC PROPOSAL: *ATHLETIC SHORTS*

In a broad sense, this intervention plan will be used to work from the three approaches suggested by Lazar (1993) mentioned in the previous sections, so culture, personal-growth and language will play an important role in the design of the activities. These three points of view will be introduced at the same time the four competences are being improved, i.e. speaking, writing, reading and listening. And, attending to the methodologies discussed in subsection 4.3., the communicative method and the ESA pattern will be followed to obtain a coherent and successful proposal.

### 5.1. “A BRIEF MOMENT IN THE LIFE OF ANGUS BETHUNE”

#### a. ENGAGING STAGE

##### Activity I

- Timing: 10 minutes
- Materials:
  - o blackboard
- Distribution of the class: individual work within the group

By looking at the title of the first short story the students will have to brainstorm ideas about what they think the plot of the text is going to be. The teacher can interact with the students and encourage them to speak in English by asking the following questions:

“Who do you think Angus Bethune is?”

“How do you picture his life?”

The answers of the students will be written down on the blackboard and, then, they will have to come to an agreement and decide which options are the most likely to be true.

**b. STUDY STAGE – READING (3 weeks)**

The students will read the text at home, and they are allowed to use any print or online resource (i.e. dictionaries) which helps them understand it.

**c. ACTIVATE STAGE****Activity II – Debate**

- Timing: 15 minutes
- Distribution of the class: individual work

The teacher will mention some interesting parts from the text so students can discuss what were their thought while reading them (see table 6).

Table 6: Language and values treated in the debate<sup>2</sup>.

Language	Values
<ul style="list-style-type: none"> <li>- Maladies</li> <li>- Bankrupt</li> <li>- Prime</li> <li>- Sensitive</li> <li>- Tux</li> <li>- Chest</li> <li>- Sip</li> <li>- Slur</li> <li>- Humble</li> <li>- Poke</li> <li>- Tug</li> <li>- Shadow (v)</li> </ul>	<p>“My dad’s divorced and remarried, and my mom’s divorced and remarried, so my mathematical account of my family suggests simply another confused teenager from a broken home. But my dads aren’t married to my moms. They’re married to each other. Same with my moms.”</p> <p>“the fat kid with perverted parents”</p> <p>“I want normal. I want socially acceptable”</p> <p>“Best wear your rubber gloves, honey, in case he has a cut”</p> <p>“I’m bulemic. Do you know what that is?”</p>

<sup>2</sup> All excerpts are taken directly from Crutcher’s “A Brief Moment in the Life of Angus Bethune”.

### Activity III – Writing

- Deadline: one week
- Materials:
  - o pieces of paper (Din A4)
  - o print or online dictionaries
- Distribution of the class: individual and group work

The students will become journalists. They have to meet Angus and people related to him for an interview after Prom, as he was the protagonist for the high school newspaper, *The Relevant*. They will have to write an article (200-250 words) about Angus, his father, his mother, Melissa and Alex. In that interview these journalists have to stay faithful to the words of their interviewees, so the use of reported speech will be useful sometimes in order to write some parts of their articles.

It is advisable to let students use their imagination and creativity to design the cover of the newspaper including advertisements, images, and so on.

Students, apart from practicing their writing, will try to put themselves in the characters' place and avoid being led by the personal attitudes they, as readers, have towards the characters.

### Activity IV – Listening

- Timing:
  - o Video (twice) → 10 minutes
  - o Exercises → 15 minutes
  - o Discussion → 10 minutes
- Materials:
  - o Digital board
  - o What It's Like to Be Bullied: (appendix 1)
  - o Exercise sheet (appendix 2)
- Distribution of the class: individual work



A video of four people talking about their own experiences with bullying will be played (as this activity is focused on listening skills, neither English nor Spanish subtitles will be facilitated). The teacher will provide the students with an exercise sheet for them to complete; there will be sheets devoted to each one of the people who appear in the video, so each student will have to focus only on one story. The video will be played twice; one just to give a general overview of the topic, and the second one to complete those exercises.

In the sheet they will have a series of questions and, also, some challenging keywords that are important for the correct understanding of the story; students will have to answer to the questions and write a short definition about what they think those terms mean.

For the final part of the activity they will have to discuss the meanings that they have given to the offensive words that the people from the video were called. A debate can be opened in order to let students explain their perspectives on what bullying is, or even sharing with their classmates their personal experiences or cases they know related to this issue, as, sadly, it has become something common in classes all around the world.

### **Activity V – Speaking**

- Timing:
  - o Role-play → 10 minutes
- Deadline: 3 weeks
- Materials:
  - o Props and customs
  - o Camera (optional)
- Distribution of the class: group work

The aim of this activity is to work using both the communicative and TPR methods. Students will have to write a summary of the short story “A Brief Moment in The Life of Angus Bethune” based on dialogues so that they can perform a short play in front of their classmates. They should be allowed to use digital resources if they want, as a recording of one of them telling some parts of the story as if they were the narrator.

By this activity, they are expected to become aware of the importance that stopping bullying has. To demonstrate this hypothesis, they can intervene in the story changing what they think it is not admissible, e.g. when Alex insults Angus for being fat and having gay parents, someone, such as Melissa can say something to protect him. The objective is that students know that they cannot stay apathetic or be insensitive when people are hurting other people just for being the way they are.

## 5.2. “TELEPHONE MAN”

### a. ENGAGING STAGE

#### Activity I

- Timing: 25 minutes
  - o About the past: 15 min
  - o Focusing on the present: 10 min
- Materials:
  - o Digital board
  - o Past photographs (appendix 3)
  - o Rosa Parks photographs (appendix 4)
  - o Present photographs (appendix 5)
- Distribution of the class: individual work

For the purpose of introducing the theme of racism, some pictures will be shown to the students in order to promote a discussion among them. First, they will see two pictures (appendix 3) portraying a protest against race mixing and a sign indicating a waiting room for black citizens so that they were not in the same room as white people. The teacher will then ask the whole class some questions:

“Which values are visible on these photos?”

“Can you think of any measure that was taken discriminating black people in the past in America?”

If students have not mentioned them, the teacher will explain them the Jim Crow Laws: the segregation that African Americans legally suffered until 1965, such as how black people who wanted to take the bus should occupy the back seats so they would not “disturb” white people or how institutions and public services were restricted to them. Regarding the bus issue, the teacher will mention the example of the Montgomery bus boycott and how Rosa Parks (appendix 4) went down in history after being arrested for not giving her seat to a white person.

Having seen what racism was like in the past, the teacher will ask them to think about the present times and reflect on whether this type of behavior continues to exist or not, showing them some photos addressing discrimination against black people and Latinos (the

building of the Wall). Then, they will have to think about their own country; the teacher will guide them asking:

“Does this kind of circumstances take place in Spain?”

“Can you give some examples?”

### b. STUDY STAGE – READING (3 weeks)

The students will read the text at home, and they are allowed to use any print or online resource (i.e. dictionaries) which helps them understand it.

### c. ACTIVATE STAGE

#### Activity II – Debate

- Timing: 15 minutes
- Distribution of the class: individual work

The teacher will mention some interesting parts from the text so students can discuss what they thought while reading them (see table 7).

Table 7: Language and values treated in the debate<sup>3</sup>.

Language	Values
- Tease	“I bet they get the idea from the niggers. Dad says they’re the worst”
- Disappoint	
- Explode	“my dad says most other colors are experts when it comes to what’s illegal, especially niggers”
- Nigger (offensive)	
- Chink (offensive)	
- Trick (v)	“I wonder if he could of made a mistake about the other colors, too”

<sup>3</sup> All excerpts are taken directly from Crutcher’s “Telephone Man”.

**Activity III – Writing**

- Deadline: 2 weeks
- Materials:
  - o Pieces of paper with terms extracted from the text (appendix 6)
- Distribution of the class: individual work

In this activity, students will be given a piece of paper containing six terms which have been extracted from the text (three verbs and three nouns) and that may be challenging for them. Using them they will have to write a short composition of 200-250 words using past tenses (simple and perfect tenses, both active and passive voices). The essays will be written in first person, imagining they are the Telephone Man, and, in a letter format, they will be addressing their father, a racist American, after realizing the non-sense of hating and discriminating people for the color of their skin.

The most remarkable sentences of their compositions will be printed and exhibited on the walls of the hall to spread tolerant values among the students, independently of the course they belong to.

**Activity IV – Listening**

- Timing: 15 minutes
  - o Video (twice) → 8 minutes
  - o Exercise sheet → 7 minutes
- Materials:
  - o How a Southerner Shed his Racism (appendix 7)
  - o Digital board
  - o Exercise sheet (appendix 8)
- Distribution of the class: work in pairs

A video dealing with the issue of racism will be played in class. In it, Franklin McCallie, a white Southerner explains how he changed his life, from being educated in a racist environment because of the preestablished ideas of his family to being working nowadays to achieve racial equality. As the protagonist of the short story, Franklin just listened and

believed in what his parents said without questioning whether those ideas were right or wrong and why he behaved that way. McCallie recalls how he was and acted before realizing the values he defended were totally unacceptable and how he changed his viewpoint as he was provided with facts, making up his mind.

Again, the video will be played without subtitles. The first time, students will only focus on getting a general overview of the storyline, so while the video is being played the second time, they can complete the exercise sheet the teacher gives them. To do so, in pairs, they will have to reflect on the role of education and parents in the promotion of racist—or any kind of— values.

### **Activity V – Speaking**

- Timing:
  - o Voice clip → 5 minutes
- Deadline: 2 weeks
- Materials:
  - o Computers (apps such as VoiceThread, Sony Vegas, Audacity, etc.)
- Distribution of the class: group work

For this last activity, the students will have to work in groups of 5. Using the last sentence of the short story —i.e. “But if my dad made a mistake about them, I wonder if he could of made a mistake about the other colors, too.” — they will have to create a brief poem dealing with those ideas that have been treated in the last activities. Each member of the group will have to propose at least three verses to write the poem. After handing the draft of the poem to the teacher, and having corrected it, they will have to record themselves reading this poem. They can either only record their voices or make a video of them reciting their poetic composition, adding images related to the content, and so on. The teacher will provide them with a list of applications they can use in order to make the recordings, for instance Audacity if they only want to record voices or Sony Vegas or VoiceThread to add image clips to it.

### 5.3. “IN THE TIME I GET”

#### a. ENGAGING STAGE

##### Activity I

- Timing: 15 minutes
  - o Video → 3 minutes
  - o Discussion → 12 minutes
- Materials:
  - o Nina West Opens Up About Being Targeted in College (appendix 9)
  - o Digital board
  - o Matthew Shepard: The Murder that Changed America (appendix 10)
- Distribution of the class: individual work

This introductory activity aims to tackle the issue of homosexuality in nowadays society, and the discrimination that many times it implies. Before reading the short story “In the Time I Get”, the teacher will play a short clip from the American TV show *RuPaul’s Drag Race*<sup>4</sup>, specifically episode 4 from season 11 (minutes 25:45 – 28:02), where one of the contestants, Nina West, opens up to the other members and shares with them what happened to her during the second year of university. She explains how she received death threats for defending LGBT rights, how other students broke into her room; how she did not feel safe. Moreover, she tells the story of Matthew Wayne Shepard, a young gay boy who was murdered and hung on a fence just for being homosexual. For a better understanding, as they will not have to answer comprehension questions about the video, English subtitles can be enabled.

After watching the video, a debate will be opened so students are able to share their viewpoint on that matter. Their reaction is expected to be against any type of homophobic thought; however, in the opposite case, the teacher has to intervene and make them reflect on their established values, make them state some arguments and reminding them that this kind of behavior cannot be tolerated.

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<sup>4</sup> The participants of *RuPaul’s Drag Race* usually talk about the struggles that the LGBT community finds in its way to equality. Topic such as homophobia, AIDS, and family issues are discussed from an honest and sensitive perspective, being this point of view ideal to portray the actual society to the students.

As some students may be interested on the topic and the Matthew Shepard case, the teacher can provide students with a supplementary reading about it so they can get a deeper understanding of it.

**b. STUDY STAGE – READING (3 weeks)**

The students will read the text at home, and they are allowed to use any print or online resource (i.e. dictionaries) which helps them understand it.

**c. ACTIVATE STAGE**

**Activity II – Debate**

- Timing: 25 minutes
- Distribution of the class: individual work

The teacher will mention some interesting parts from the text so students can discuss what they thought while reading them (see table 8).

Table 8: Language and values treated in the debate<sup>5</sup>.

Language	Values
- AIDS	“you never know when you won’t have the chance to go back and tell the truth”
- Felony	
- Rag	
- Sensitive	“I said I didn’t know if that was better than a million dollars, but it had to be the next best thing”
- Inheritance	
- Panicked	
- Uneasy	“how could I get him to stay away from me if he was going to die because that was just what had happened to me already”
- Faggot (offensive)	
- Integrity	
- Just because	

<sup>5</sup> All excerpts are taken directly from Crutcher’s “In the Time I Get”.



	<p>“AIDS isn’t something you just get, like flu”</p> <p>“wondering what Roy Rogers would think of me being alone in a semidark bar with a man of questionable sexual preference”</p> <p>““I’m gay. I got it having anal intercourse with another gay man who was infected.” [...] “Would you rather I were an intravenous drug user?” I hated to admit it, but yes.”</p> <p>“What I said to Becky, and I’m not proud of it, was this: “So what if this guy’s a faggot? So what do I do then?””</p> <p>“[AIDS is an] awful secret”</p> <p>“what does it mean when some homo likes you?”</p> <p>“There’s one thing that separates a man from a boy the way I see it, and it ain’t age. It’s seein’ how life works so you don’t get surprised all the time and kicked in the butt. It’s knowin’ the rules”</p> <p>“Ain’t many places that boy is safe. You must know that.”</p> <p>“It was as if I got sick just to shame them”</p> <p>“Then Darren told me what it was like to have AIDS, to wake up every morning wondering whether this would be the day you’d start sliding for the last time into that pitch-black pit that sucks all your energy dry and leaves you with nothing but open sores your body has no power to heal, or to walk around in a world knowing if the people on the street could look one millimeter under your skin and see your disease—or just your pain and fear—they’d whirl away in</p>
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	<p>disgust. And he told me about keeping hope going, how sometimes he could do it merely by feeling an evening breeze brush his face or putting his feet in the cool water up at the lake or watching Dakota tend bar as if he had three hands instead of one.”</p> <p>“no one ever touched him anymore”</p> <p>“Look at the way he moves. Look at the way he talks”</p> <p>“a homosexual was just about the worst thing a guy could be. Homo. Switch hitter. Queer. Queen. Faggot. And some so bad I won’t say them. [...] Maybe those names could make you want to die”</p> <p>“I’m going to see how far I can go in the time I get.”</p>
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### Activity III – Writing

- Deadline: 2 weeks
- Materials:
  - o Dictionaries
- Distribution of the class: individual work

In order to improve their writing skills, students will do a creative writing activity. Learners will have to write their own version of the story they have read by using correct infinitive and gerund forms (e.g. *help* someone **do** something vs. *suggest* **doing** something). In 200-250 words they will have to demonstrate their control over these two structures, being able to use print or online resources to solve doubts about vocabulary, although they have to include terms they have learned during the reading, such as *AIDS*, *bigot*, *felony*, *sensitive*, *inheritance*, etc.

The point in writing their own version of the story is to change its development or its ending; for instance, in their new version, Darren may survive his illness or Louie may stay away from him and regretting it all his life after Darren's death; it all depends on their creativity and imagination.

#### **Activity IV – listening**

- Timing: 20 minutes
  - o Video (twice) → 8 minutes
  - o Exercise sheet → 7 minutes
  - o Discussion → 5 minutes
- Materials:
  - o Oral History Project - AIDS Testimonies (appendix 11)
  - o Exercise sheet (appendix 12)
- Distribution of the class: pair work

This activity is designed to raise awareness among students about HIV and AIDS. This topic shall be treated respectfully and trying to clarify any misconceptions that the class may have, as it is a topic that arises controversy and, in many occasions, youngsters do have neither the necessary nor the correct information about this illness.

As the problem with AIDS has been introduced in the debate, the first approach to the issue is already done. A video (without subtitles) containing the testimony of people related to victims of AIDS and social workers will be played twice. With it, students will learn about the disease and its situation in the 80s, what were the implications of suffering from it, healthily and socially speaking, and the reality that may be unknown for many of them.

The first listening will provide learners with an overview of the topic, so with the second listening they can complete the exercise sheet that the teacher gives them. After answering the questions, they will be corrected aloud.

A final round of 5 minutes will take place to try to answer the last questions that the students may have regarding the topic.

**Activity V – speaking**

- Timing: 10 minutes
- Deadline: 2 weeks
- Materials:
  - o Assembly hall
  - o Students from other courses (both E.S.O. and Bachillerato)
- Distribution of the class: group work

For this speaking activity, the class will be divided into 4 groups of 5 people, and their ultimate objective will be raising awareness of the danger of homophobia as well as promoting a tolerant environment in the center.

Each group will have to elaborate a 10-minute speech which will be recited, first, in front of their classmates, and, then, in front of all the students enrolled on any course of their high school as it is not only important for the first course of Bachillerato, but to all the teenagers that may feel related to what their partners are talking about or those who had not thought about it. The ideas on which they have worked as a consequence of the reading of “In the Time I Get” should be presented in the discourse in such way that they create an emotive and encouraging fragment against bullying that can be easily comprehended and shares appropriate values among the students; the last requirements they have to fulfill is starting the part of each member with the sentence “in the time I get”, as a direct reference to the short story and a way to reinforce their commitment to do the right thing from now on.

## 5.4. “GOIN’ FISHIN”

### a. ENGAGING STAGE

#### Activity I

- Timing: 10 minutes
- Materials:
  - o Pieces of paper
- Distribution of the class: individual work but whole class brainstorming

For this warm-up activity, the teacher will ask students to write very simple sentences in a piece of paper in which they reflect on something that they will never forgive someone for doing it. The papers will be anonymous, and the students will hand them to the teacher, who randomly will pick some and read it out loud so everyone in the class can share their point of view on the matter. The teacher, without judging each situation suggested by their students should limit themselves to ask for the opinion of the students who will have to consider if the circumstances are grievous enough to deny forgiveness to someone.

### b. STUDY STAGE – READING (3 weeks)

The students will read the text at home, and they are allowed to use any print or online resource (i.e. dictionaries) which helps them understand it.

### c. ACTIVATE STAGE

#### Activity II – Debate

- Timing: 15 minutes
- Distribution of the class: individual work

The teacher will mention some interesting parts from the text so students can discuss what they thought while reading them (see table 9).

Table 9: Language and values treated in the debate<sup>6</sup>.

Language	Values
<ul style="list-style-type: none"> <li>- Orphan</li> <li>- Metaphor</li> <li>- Soul</li> <li>- Wrath</li> <li>- Edge</li> <li>- Haul</li> <li>- IQ</li> <li>- Lecture</li> </ul>	<p>““Lionel, he hasn’t lived with us for more than six months. He’s on the street. I think he’s using drugs. I can’t talk to him. He’s dying, Lionel. Please, if not for him, then for me. For his father.””</p> <p>““Lionel, he hasn’t lived with us for more than six months. He’s on the street. I think he’s using drugs. I can’t talk to him. He’s dying, Lionel. Please, if not for him, then for me. For his father.””</p> <p>“When your family got killed, your friends gathered around you like angels. We spent the last three years making sure nothing touched you, treating you like some kind of boy in a bubble or something. Bad-mouth Lionel Serbousek and you’ve got his friends in your face so fast you can’t breathe.”</p> <p>““Lion, remember the night you and Walker and Jeff and I drank all those beers and you took us out on the ice up at the lake in your Jeepster? None of us knew the ice would hold—and it was four miles over icy two-lane roads to get there. You could have killed us. Easy. And anyone else on the road. You were drunk out of your mind. So were we. You could have killed us. Me and Walker and Jeff. Your best friends in the world. What if you’d killed us, Lion, and you’d lived?””</p> <p>“I wanted to believe I was doing this because I had come to my senses, but in reality I was learning the price of friendship”</p>

<sup>6</sup> All excerpts are taken directly from Crutcher’s “Goin’ Fishin”.

**Activity III – Writing**

- Timing: 40 minutes
  - o Story writing → 15 minutes
  - o Solution → 15 minutes
  - o Discussion → 10 minutes
- Materials:
  - o Pieces of paper
- Distribution of the class: individual work

In order to practice their writing skills, students have to write a short paragraph using past tenses (e.g. past simple, past perfect, etc.) narrating a story about a difficult situation someone had to live, thus it will be written in third person. They will have to provide as much details as possible trying to be convincing at the same time they make use of correct grammatical structures. The story they will be telling is a complicated circumstance in which a dilemma was presented to the protagonist, something similar to the short story they had to read. After finishing the paragraph, they will have to hand it to the teacher, who randomly will reassign the stories and give them to a different classmate —that way no one will have to read their own story. In the next step the students will have to provide a written solution answering the following questions:

- Who is the one to blame for the actions?
- Could have this situation really been avoided? How?
- What would you do if you were the responsible person? And if you were the protagonist?

Once they have completed this task, they will have to give it to the teacher so they can correct it in terms of grammatical accuracy.

Finally, they will discuss some of the situations orally for about 10 minutes. The teacher can ask for the most curious or difficult hypothesis they have come across.

**Activity IV – listening**

- Timing: 20 minutes
  - o Video → 7 minutes
  - o Discussion → 3 minutes
  - o Exercise sheet → 10 minutes
- Materials:
  - o What is Intentionality? (appendix 13)
  - o Exercise sheet (appendix 14)
- Distribution of the class: pair work

The teacher will play a video in which Joshua Knobe, a cognitive scientist from Yale, analyzes the concept and the common interpretation of intentionality, providing some examples that make the audience reflect on its correct meaning. It will be played once since just a general idea is expected to be comprehended; the willingness of someone's actions and the moral implication is strictly related. However, many times we do not stop for a while and reflect on the intentionality the other people have when they do something hurtful to us; life is complicated, and we are not on other people's minds to know if they something on purpose or not. And this is what is portrayed in "Goin' Fishin'", how we, as hurt as we can be, can forgive and move on.

Having listened to Knobe's explanations, students will be able to discuss their views on the matter and then, complete in pairs an exercise sheet the teacher will give them in which they will have to think about the theoretical concept of intentionality, what does it mean to them personally, and how they can relate this new information to what they have read.

**Activity V – speaking**

- Timing: 20 minutes
- Materials:
  - o Furniture found in the room
- Distribution of the class: everyone standing up



The students will have to form a circle, so that everyone can see each other. This last activity will be based on the TPR method; that way all the students can observe their classmates' movements.

The aim of this speaking activity is that they carry out a storytelling combining words and actions. In turns, each student will have to interpret one part of the short story they have read, so the first student who intervenes will start performing the beginning of the plot: as they narrate the story, they will have to represent what they say with actions, that is, if they are saying "Vicki Anderson called Lionel" they can mime someone is using a phone by putting their hand in their ear simulating that electronic device. They can use any kind of object they are able to find in the room to help them represent those actions.

With this type of activity, a better understanding of concepts is expected to take place as they can relate new terms they have just learnt with a movement; hence, students may remember them easily.

This proposal is at the disposal of the teacher, so it can be modified, reduced, or extended at any level or if it needs to be adapted to lower or higher courses. These four short stories can also be treated within the same academic course or the instructor can select some of them depending on which aspects they want to cover.

## 6. CONCLUSION AND FURTHER RESEARCH

As has been stated from the beginning of the paper, the inclusion of literary texts has been the cause of great controversies within the education field. The aim of this project is to provide teachers with a useful and appropriate intervention using literature as a tool for teaching diverse aspects concerning the English language, that is, language skills, cultural information and promotion of critical thinking (ethical values).

The most relevant part of introducing literary texts to the EFL classroom is the selection of such texts, since the motivation that they will arise among the students depends on a correct choice and it will be essential for the proper operation of the intervention plan. Numerous researchers claim that YAL is the best option for a literary proposal when addressing teenagers since the reading they are facing must be relevant for them, they have to feel related and connected to the story at some level so they can reflect on the vision they have about the world. Overall, if literature is going to be introduced in the classroom, it must be interesting for the students; otherwise, it will result in a failure as the students will not be engaged, and, consequently, they will not perform according to some established standards.

The so called “challenged texts” are the perfect materials to include in the English class, because youngsters will not question their point of view if no one ever challenges it. Chris Crutcher’s *Athletic Shorts* accomplish these aspects as its exploitability makes it an excellent work to be dealt with in class. It portrays a reality that many times cannot be seen by the teenagers, who may have an established perception of the world they are living in and do not pay attention to the important matters that are present in nowadays’ society. From bullying, to forgiveness, to AIDS, any kind of issue can be treated in class if the teacher prepares their students in the correct way.

As education is one of the fields which are constantly progressing and evolving, some other nuances could be considered when implementing literature to the EFL classroom and could be investigated and suggested in further proposals. Other genres could be exploited in the EFL classroom; for instance, poetry is able to transmit a level of emotion that a novel may not, and this could be done by means of songs’ lyrics, which may be more appealing to the students than classic poems, and they can be as challenging as the latter.

In essence, the utility and value of teaching English with the aid of literature has been established throughout the proposal presented in this paper. It is possible to help students achieve a better understanding of their foreign language if the teacher spends time choosing the right reading always thinking of what their students will enjoy reading at the same time they improve their linguistic competence. Beyond the language skills, teachers have the responsibility of promoting a behavior that is based on equality; a tolerant and kind environment is necessary for the personal growth of the learners, and teachers cannot ignore this aspect and do not include critical thinking development in their classes. Today's children will become tomorrow's adults, and, as instructors, we need to accompany our students in their journey.

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## APPENDIX<sup>7</sup>

1-

BuzzFeedVideo. (2016, March 11). *What It's Like to Be Bullied*. Retrieved from <https://www.youtube.com/watch?v=hQ6Yxh-44qY>

2-



A)

How old was she when she was bullied?

Why was she bullied?

How did that experience make her feel?

What does she think now?

Does she give any advice?

CHINK:



B)

How old was he when he was bullied?

Why was he bullied?

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<sup>7</sup> All the proposed exercise sheets have been originally created for this intervention plan.

How did that experience make him feel?

What does he think now?

Does he give any advice?

FAGGOT:



C)

How old was she when she was bullied?

Why was she bullied?

How did that experience make her feel?

What does she think now?

Does she give any advice?

FEI MUI:



D)

How old was he when he was bullied?

Why was he bullied?

How did that experience make him feel?

What does he think now?

Does he give any advice?

PIZZA FACE:

3-



Lovelace, W. (1961). *A police sign for a 'white only' waiting room at the bus station in Jackson, Mississippi.* Getty Images.



Bledsoe, J. T. (1959). *Little Rock Integration Protest.* Library of Congress, U.S. News & World Report Magazine Photograph Collection.



Bettmann. (1956). *Student Protesting School Integration.* Getty Images.



4-



*Rosa Parks sitting on a bus in Montgomery, Alabama. (1956). Underwood Archives.*



*Rosa Parks's Mugshot. (1955). Universal History Archive.*

5-



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6- TEASE BEG FIX COLORS WRONG ECCENTRIC

7-

CBS Evening News. (2015, August 14). *How a Southerner Shed his Racism*. Retrieved from:  
<https://www.youtube.com/watch?v=PJbrL17ayoQ>

8-

What happened to Franklin when he was 10 years old?

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What made him change his mind?

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Could black people go to a regular bathroom back then? What did they had to do?

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How do you think our families' ideals shape the way we think?

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9- Season 11, episode 4 (minutes 25:45 – 28:02), available on Netflix

VH1. (2019, March 21). *Nina West Opens Up About Being Targeted in College*. Retrieved from: <https://www.youtube.com/watch?v=5sejl-HZr4g>

10-

Sheerin, J. (2018, October 16). Matthew Shepard: The Murder that Changed America. BBC News. Retrieved from <https://www.bbc.com/news/world-us-canada-45968606>

11-

The Lavender Effect. (n.d.). *Oral History Project - AIDS Testimonies*. Retrieved from: <https://www.indiegogo.com/projects/oral-history-project-aids-testimonies#/>

12-

Which was an optimistic life expectancy after being diagnosed with AIDS in the mid-80s? Can you think of any reason why it was so short?

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Why did people think Alison had AIDS too? Do you think that is a logical thought? Why?

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Jack Inman says that this topic should be treated from a scientific perspective, not from prejudices. Can you mention any misconception that society has about people dealing with AIDS or HIV?

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Which kind of issue Robert thinks AIDS was and still is? Do you agree with this view?

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13-

Closer to Truth. (n.d.). *What is Intentionality?* Retrieved from:  
<https://www.closetotruth.com/series/what-intentionality>

14-

Why does the interviewer think that the general of the hypothetical case Joshua comes up with did intentionally put the troops in the line of fire? Do you agree with him?

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Joshua Knobe explains some illustrative concepts of what intentionality is, somehow it is defined by the “presupposition of what the moral content is”. Which evidences does he provide?

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Taking into account all the examples given and Joshua’s reasonings, explain with your own words what “intentionality” means and why it is so relevant.

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Now, can you apply this knowledge to the short story “Goin’ Fishin’” and the intentionality they talk about?

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