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Open up your Mind: Interculturality in the English Language Classroom through the Use of Literary Texts

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ABSTRACT

Literature is a very useful tool to use in the language classroom to teach, in this specific case, English. The use of literary texts offers a great variety of topics and activities to motivate students in the learning process. This project offers just one of many ways of using literature to teach, not only the language, but also the culture surrounding it. This thesis tries to prove the importance of using literary texts and the advantages it offers to students and to the teaching-learning process. Culture is also understood as an essential part of the learning of a language. Furthermore, the idea is presented that English goes beyond Great Britain and the United States and students should be aware of that. Through the selection of four short stories dealing with different topics and showing specific historical and cultural aspects of different English-speaking countries, the present proposal aims to present a way of working with all these elements with teenagers trying to make them as open as possible to the differences and similarities found around the world.

Literature, English-speaking countries, short stories, interculturality, English as a Second Language.

La literatura es un instrumento muy útil para utilizar en el aula de idiomas para enseñar, en ese caso concreto, inglés. El uso de textos literarios ofrece una gran variedad de temas y actividades para motivar a los alumnos en el proceso de aprendizaje. Este proyecto simplemente ofrece una de las muchas maneras que existen de usar la literatura para enseñar, no solo el idioma, sino también la cultura que lo rodea. Se intenta demostrar la importancia que tiene el uso de textos literarios y las ventajas que ofrece a los estudiantes y al proceso de enseñanza-aprendizaje. Además, se presenta la idea de que el inglés va más allá de Gran Bretaña y Estados Unidos y que los estudiantes deben ser conscientes de ello. A través de la selección de cuatro historias cortas que tratan temas diferentes y que muestran un aspecto cultural e histórico concreto sobre diferentes países de habla inglesa, la presente propuesta tiene el objetivo de presentar una manera de trabajar todos estos elementos con adolescentes intentando abrirles, lo más posible, a las diferencias y similitudes que se encuentran alrededor del mundo.

Literatura, países de habla inglesa, historias cortas, interculturalidad, inglés como segundo idioma.

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1. INTRODUCTION

"Without literature, life is hell" Charles Bukowski said. And it is true if literature is understood as a way of comprehending life. Literature is defined by the Cambridge Dictionary (2020c) as "written artistic works, especially those with high and lasting artistic value" and by the Merriam-Webster Dictionary (2020b) as "writings having excellence of form or expression and expressing ideas of permanent or universal interest". If both definitions, which are just two among many, are taken into consideration, it becomes obvious that literature should be present in all of our lives because of its value and universality however this is not exactly the case. The promotion of literature should be an objective in any classroom. Reading is not only relevant because it helps in the development of personalities, but also because, in the context of language teaching, it becomes even more relevant as it allows the learning of that second language in a more satisfactory way. Reading grants the achievement of many and varied objectives such as the expansion and improvement of language and writing, the increasement in vocabulary, the enhancement of human relationships and cultural knowledge, the development of fluidity in the mother tongue, etc. All these advantages will be explained in the present study.

According to the *Federación de Editores* (2018) in Spain, when children turn 15 years old, the number of readers dramatically decreases. The readers they refer to are those that decide to spend their free time reading books. Furthermore, when children become teens, many of them abandon literature completely and limit their literary input to the compulsory readings at school. The reading that, on the contrary, increases is the one done in social networks or webpages. New technologies are becoming more and more important every day and they are also present in the educative context. It is the teachers' duty to try to present literature in the most appealing way for these students.

When talking about teaching a second language, we are not talking simply about teaching the language in itself, this means, the grammatical and linguistic rules. We are also talking about the achievement of intercultural knowledge about such language. Intercultural knowledge can be defined as "a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of

cultural contexts" (Bennett, 2009, p. 97). Modern languages are alive and thus, they change and develop, and they also have a function that cannot be forgotten: students are going to use that language in real life. That is why it is imperative that they learn also about the culture around it (Soto, 2019) so as to be able to fulfill the need for communication. In fact, language knowledge and culture are obviously linked: "[o]ne cannot separate the two without losing the significance of either language or culture. The acquisition of a second language […], is also the acquisition of a second culture" (Brown 2007, p. 189-190). This is something can be achieved through the study of literature as it provides authentic language use although it is very important that the selection of those materials is done carefully and taking the aspect of authenticity into consideration.

Furthermore, literature is also a pathway to learn about historical or cultural events that are representative of those countries where the foreign language is spoken. Teaching students through this angle as well will make them more open and it will improve their intercultural knowledge making them citizens of the world. It is essential to realize and remember that the world changes and, with it, the skills our students acquire in the classroom should change too. In this globalized world, the necessities shift very fast and students as well as teachers have to be up to the expectations. Obviously, this is, in great part, the teachers' duty. Stewart starts her chapter "Becoming Citizens of the World" with the following message: "The future is here. It's multiethnic, multicultural, and multilingual. But are students ready for it?" (2009, p. 182). She summarizes the main reasons behind these rapid changes in four trends: economy, science and technology, health and security and changing demographics. She believes that not all schools are prepared to deal with the world's development, but makes clear that they should be and that it is imperative to create an "education response to globalization, which should include raising standards, increasing high school and college graduation rates, and modernizing and internationalizing the curriculum" (2009, p. 184). A way of achieving a more international curriculum is through the use of international literary sources in the language classroom.

The present study tries to show the importance of using literature in the classroom to teach both, the grammatical aspects as well as the culture around the language. This is presented with a series of activities that can be developed in the language classroom

having literary texts as the main resource. The main objectives of with this study are the following:

a) To present a deep analysis on the importance of using literary texts in the language classroom as well as the reasons supporting the use of short stories as the best of the genres.

b) To display an analysis of the advantages of teaching culture in the language classroom as a way of developing the intercultural competence in students.

c) To show the importance of making students aware of the diversity within the English-speaking countries through the use of short stories representative of four different countries: Nigeria, South Africa, Australia and Ireland.

d) To develop a series of activities that will be able to change students view of the world by the analysis of literature and culture as well as improving their skills in the English language.

In order to do so, the present thesis shows, in the first chapter, the previous research dealing with the use of literature in the language classroom and, more specifically, in the teaching of English (advantages, disadvantages, selection of the material, etc.) as well as the importance of considering motivation when choosing the texts. Research regarding the importance of teaching culture in the language classroom is also explained and analyzed in order to support the idea that it is necessary to include this aspect in the language curriculum. In fact, it is very important that students learn more about other English-speaking countries beyond the United States and Great Britain. Finally, this chapter includes the research that supports the use of the short story in the classroom. In the second chapter, the teaching proposal is explained preceded by an explanation of the context as well as its justification. This last part includes the reasons behind choosing this approach, the texts selected (including some background on the country it represents, the story and its content as well as the author) and the activities. The methodology and the curricular aspects supporting this proposal are explained as well. Finally, in the conclusion, the main points of this dissertation as well as ideas for future research are presented.

There is research supporting the idea of exposing children as young as six weeks to books so as to prepare them as much as possible for school. Making them familiar with

the reading process and routine will be reflected in better results. If your goal is to make children interested in literature, show them the amazing world it entails: "knowledge about and love for literacy can develop only through the experience. Children should own books" (Burns et al., 2000, p. 20). That first step should be the parents' job, however for some children, the first contact with books is when they start attending school. In this case, it is going to be the teachers' duty to try to make the experience as enriching as possible. It is highly important that they do it correctly because it is very easy to obtain the opposite result: children hating books. I would like to finish this introduction with a quote extracted from one of the most important children's author and book: *Matilda* by Roald Dahl. This quote explains clearly the positive impact that reading has in children and the importance of its promotion from a young age:

> So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone. (2019)

2. THEORETICAL FRAMEWORK

2.1. USING LITERATURE IN THE LANGUAGE CLASSROOM

The use of literature in the classroom of English as a second language (ESL) has been proved to be a very useful tool in language teaching as it is going to be explained in the present study through the analysis of academic previous research. Bobkina and Dominguez present in their work the idea that literature promotes "students' L2 vocabulary knowledge, knowledge of lexical phrases and fixed expressions, grammatical knowledge, language awareness and sociolinguistic and pragmatic competences" (2014, p. 248). And they are not the only ones to support the use of literature in the language classroom.

Nowadays, the use of literary texts is seen as a didactic possibility that educators consider and use. However, this vision has not always been the same. Although during the years of the Grammar Translation Method (1800-1940s) classic texts where broadly used in order to teach grammatical aspects, when researchers and educators realized the inefficiency of this method, literary texts were banished from the classroom as specialists preferred having the focus on language skills. This was mainly due to the appearance of new structural methods such as the Audiolingual Method (mid-twentieth century) which has its origin during World War II in a military context. This new methodology meant a dramatic change in the educational context: it meant that "the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue" (Alami and Tavakoli, 2016, p. 2). However, from the 1980s onwards, literature is being considered again as a very useful tool in language teaching, especially because of the broad development and use of the communicative approach. The way literary texts are understood under this method is as a resource that, together with many others, are used in the classroom to improve the teaching-learning experience.

The argument of using literature to teach second languages in general and English more specifically, has been considered by many different authors and, as in everything, there are opinions not only for, but also against this approach. As McKay (1982) cleverly summarizes in her work, the main arguments against the use of literary texts are the

following. First of all, as the main objective of language teachers is supposed to be the instruction of grammatical aspects, introducing literature in the classroom may be seen as an obstacle in the process. Also, some educators may think that spending time reading in class would hinder students reaching their academic goals. Finally, she mentions the difficulty of the text, not only regarding the formal aspects, but also the context and culture it represents. Anyway, these arguments against the use of literary texts are going to be dismissed by the amount of arguments in favor, some of them directly contradicting the negative aspects mentioned.

It is imperative not to forget the importance of the language teacher at this point. There are controversial issues related to their role as well. First of all, teachers must believe that literature can be used with the purpose of teaching a language but, according to Khatib and Rahimi (2012, p. 32) "some teachers use literature as a filler type activity and not as an integral part of their instruction". Educators must be prepared in the area of literature if they are going to use it in their lessons, and this is an aspect sometimes forgotten. Furthermore, the main difficulty they may face is the preparation of the literary intervention with clear objectives and educational purposes; it is not enough to just include literary texts if it is not properly treated. The materials must be "pedagogically-well-designed" (Bobkina and Dominguez, 2014, p. 249). If the texts are not related to activities or tasks in a satisfactory way, the result will not be the ideal. Scholars such as Sánchez Hernández and Peñate Cabrera (2003) write about the importance of considering that aspect: if the teacher does not establish clear objectives and modes of action related to the selected material, students will not read the text or, if they do, it will become tedious. Both options will provoke the same unwanted result. However, the adversity is not impossible to overcome, on the contrary, it is easily conquered through hard work and interest on the part of the language instructor.

The role of the teacher is obviously one of the most important variables to consider, but not the only one. The selection of the texts that is going to be explained in detail later on in this chapter is, probably, as important although it can also be understood as part of the educators' job. Anyway, there are other two characters in this story that play important roles: the students as readers and the tasks planned. The planning of the activities is one more of the many duties of the teacher, but the students' attitude is also

critical in the achievement of a satisfactory educational result. Students have to be motivated as "motivation is a major factor in the successful study of language acquisition" (Anjomshoa and Sadighi, 2015, p. 126). According to Gillian Lazar in her book *Literature and Language Teaching* (2009) one of the reasons of using literary texts in the classroom is the fact that literature is motivating material. Motivation is one of the most important aspects in the classroom, but, sadly, it is usually overlooked. However, motivation can be defined as "a need or desire that energizes and directs behavior" (Anjomshoa and Sadighi, 2015, p. 128) which means that it is essential to direct that energy towards the learning of a language, in this case, or learning in general when talking about motivation in the classroom. This way, the teaching-learning process will be much more enriching. Furthermore, using literary texts will probably be seen by students as a break from the rest of the curriculum and thus, they will be more open and relaxed.

The disadvantages mentioned previously are easily dismantled when analyzing the positive effects that using literary texts has on the learning process and on the students themselves. In fact, there are many reasons that support the usage of literature in language teaching and many authors that write about them. In the following paragraphs the ideas of Lazar (2009) mainly, together with other authors are going to be presented in order to be able to display a general view of the main arguments supporting the use of literary texts in the language classroom.

Literary texts allow students "access to cultural background" (Lazar, 2009, p. 16), which is always positive, although it is also a complicated issue. It is essential that students understand that what they are reading does not represent the whole of society and that is why the educator should make it clear or should try to show as many points of view as possible. This is especially relevant when talking about learning English as it is the most spoken language in the world. According to *The Telegraph* (Smith, 2017), there are 45 countries where more than half of the population speak English and according to St George International, there were 1.5 billion speakers of English in the world in 2015. However, if properly dealt with, the analysis of other cultures through literature will positively increase tolerance among students broadening their minds. Furthermore, literature deals with universal concepts that, correctly treated, can help in sending the message that we all live in the same planet and share beliefs with people that live far away

or that do not speak our language. It will also allow students to be more comprehensive with their own context and reality. The teaching of culture is one of the main objectives of the intervention explained in the present paper so it will be dealt in more depth in the following pages.

In language classes, one of the characteristics that teachers usually try to take into account when choosing the material to work with is authenticity as it shows language in use. Authenticity is defined by Khaniya (2006, p. 18) as "the degree of congruence between the language of a learning material and the features of target language use". It is believed that authentic texts provide more realistic and therefore more useful material for the learning of a language as it is contextualized. Students will be able to understand the formal aspects of the language in a more realistic way by presenting it in a specific context. Also, they will be able to relate that learning with their past, present and future real-life experiences. According to Khatib et al. the type of texts that provides more authentic material is drama as it contains "conversations, expressions of feelings, functional phrases and contextualized expressions" (2011, p. 202). But, in general, the main sources for authentic materials are: "newspapers, magazines, TV programs, movies, songs and literature" and, of course, the Internet (Berardo, 2006, p. 62). The present study is going to select literature as the authentic material to be used in the classroom as it allows for the teaching of culture in an easy and appealing way. In fact, it is going to focus on the short fiction genre. The reasons behind this decision are explained in the next pages. The issue of the authenticity of the sources is closely related to what Lazar (2009, p. 17) explains in her work; she talks as well about using literature as a way of "supplementing the inevitably restricted input of the classroom." Literature will provide examples and situations that otherwise would not be present in the classroom context.

Another reason supporting the use of literature in the language classroom is the fact that it can promote creativity. Creativity or creative ideas are defined in the Preface of *The Cambridge Handbook of Creativity* (Kaufman, 2019) as having three main characteristics: they must represent something new, be of high quality and be appropriate to the task. Our modern world changes very fast and the adaptation to those changes needs of creativity which means that children should develop that skill especially in the educational context. Creativity is also very useful in the solving of problems and the

developing of personality; two characteristics essential for children in their transition to the adult world. Creativity is also closely linked to the so-needed development in students of critical thinking. Critical thinking "is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information […] as a guide to belief and action" (The Foundation for Critical Thinking, 2019). The definition of the term means that by helping students develop a process of thinking that is critical, they will be able to organize their knowledge in the best way possible in order to establish their own, but grounded, ideas of the world and what it contains. Furthermore, literature will benefit debate in the classroom as each student will probably and ideally have a specific interpretation of the reading. Interaction is always expected to happen in the classroom among the students especially when trying to learn a language. Students will realize that not just one interpretation exists and that they have to be critical with what they read to create their own opinions.

Obviously, the main objective in the language classroom is teaching the language: using literary texts will allow students to also reflect about language itself (Lazar, 2009). Likewise, it also promotes the improvement of sociolinguistic and pragmatic knowledge as well as the learning of grammar and vocabulary and the development of language skills: writing, speaking, listening and reading (Khatib et al., 2011). Furthermore, "the improvement of reading proficiency leads to achievement in academic and occupational goals" (Khatib and Rahimi, 2012, p. 33). However, and although it is clear that literature will help in the teaching and learning of the more formal aspects of language acquisition, this is not the main focus of the present proposal. It is going to be considered, obviously, but the main interest is on the development of an intercultural view of the world, especially, the English-speaking world.

Carter and Long (1991) write about the three models that can be presented when using literary texts in the classroom. First of all, the cultural model which introduces the target culture. Second, they write about the language model that focuses on the target language. Finally, they mention the personal growth model. Similarly, Lazar (2009) is one of the researchers who writes about the different approaches that can be followed when using literary texts in the classroom. First of all, she explains the language-based approach which focuses on the way the text is written so the text is chosen if it contains

the specific stylistic aspect under analysis. Then, she mentions "literature as content" which is an approach that considers literature and its characteristics (genres, history, etc.) as the center of the session. This approach will be typical in the literature classroom curriculum. Finally, she also understands literature "for personal enrichment" as it allows students to reflect on their own opinions and experiences. Probably, this is the approach followed by people who spend time reading because they like it, although they are not aware of the process. The ideal will be selecting a text which can help students learn the stylistic and grammatical aspects it contains as well as having a suitable and interesting content which provides the perfect context for debate and personal growth. The combination of the three approaches is what has been selected for the intervention plan explained later. The texts have not been selected because of their style, but because of the content and the opportunity it presents to learn about cultural aspects related to the country they describe. However, the stories are going to be used to reflect about the language as well in a direct and indirect manner. Anyway, probably the most important conclusion students can draw from these activities is going to be that we are not that different from people from other parts of the world, and that it is important to learn about them in order to understand their situation and also the differences that do exist.

When teachers decide that they are going to use literary texts in the second-language classroom, it is imperative that they agree and make clear how they are going to use it. Paran in his study "The Role of Literature in Instructed Foreign Language Learning and Teaching: An Evidence-Based Survey" (2008) develops figure 1 where he shows the four possible combinations structured in quadrants, when working with both, language teaching and literary texts depending on the degree of deepening of each of the two aspects:
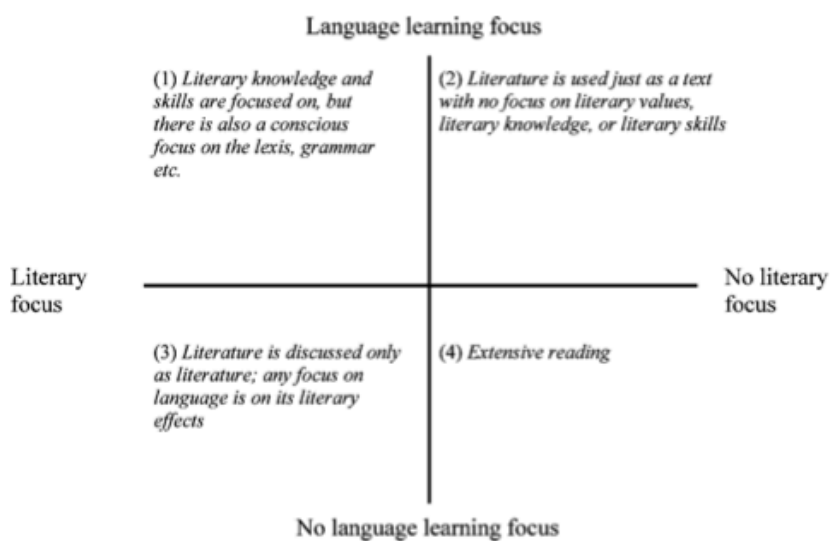
Figure 1. Paran's Intersection of literature and language teaching (2008, p. 467)

As Paran (2008, p. 467) explains, the first quadrant shows a more or less even combination of both aspects: "Literary knowledge and skills are focused on, but there is also a conscious focus on the lexis, grammar, etc.*"* This means that both elements are considered in the classroom and students will learn, through the use of literary texts, about the content as well as the form. Quadrant 2, however, focuses only in the formal aspects that the text contains without paying attention to the text itself: "Literature is used just as a text with no focus on literary values, literary knowledge, or literary skills*"*. This means that the content is not important for the teaching process so the text could be either literary or not. At the bottom left, the third quadrant shows the complete opposite: there is no focus on the formal elements, but just in the text as literature ("Literature is discussed only as literature; any focus on language is on its literary effects*"*). This is the usual approach in literary courses. Finally, quadrant 4 focuses simply on the reading of the texts without focusing in any other aspect. Paran names this combination "Extensive reading*"*. The BBC (British Council, 2020) defines extensive reading the following way: "Extensive reading involves learners reading texts for enjoyment and to develop general reading skills." The opposite is intensive reading which includes learning aims and tasks. The BBC also gives an example of an activity of extensive reading in order to be more illustrative: "A teacher reads a short story with learners but does not set them any tasks except to read and listen" this means that the only intention is for students to develop the

written text comprehension competence. Once all these four possibilities are considered, the teacher must decide on one of them or a combination of several so as to organize the learning. For the didactic intervention explained in the following pages, the approach followed has been what is defined in the first quadrant as it is a combination of the teaching of both: literary aspects as well as formal aspects of the text. I believe this is the most complete approach. However, all of the options are important and should not be overlooked in the language classroom. Furthermore, figure 1, as Paran explains, is a simplification and some important aspects are not clearly included. For example, something that is not present in the quadrants, but that it is important and included in this proposal is the intercultural knowledge that can also be developed through the use of literary texts. In order to include this extra meaning, a new intersection should be created; one that includes three aspects: the language learning focus, the literary focus and the cultural focus.

The use of literature in the classroom provides many learning opportunities for the students regarding various aspects as it has been mentioned. And, although there are arguments against its use, the benefits are undeniable. It is true that this approach will probably need an extra effort on the part of the teacher especially during the process of deciding what and how, but the effort will be rewarded not only with the results, but also with the enriching process in which teachers and students work together. Furthermore, a great variety of literary texts that fit for different situations exist so it is highly probable that, somewhere, a text exists that can if not replace, at least complement the other tools available to teach a language. It should be the teachers' duty to try to make literature familiar to their students so that they will be interested in continuing reading on their own outside the classroom and the compulsory readings. Fernández Fernández (2006) supports the importance of encouraging aesthetic reading as well in order to transmit the advantages of reading for pleasure in the students.

2.2. TEACHING CULTURE IN THE LANGUAGE CLASSROOM

Literature is not only useful in the teaching of the formal aspects of the language, but literature is culture as well. Many authors write about the impossibility of understanding one without the other and the bilateral relationship they have. Literature represents the culture of the society or group it talks about, but, at the same time, the product of literature becomes part of the culture of that society. Literature changes the view of the culture, but as culture develops, literature does too. As it will be seen in this section, culture and language cannot be separated. An easy, effective and appealing way of teaching both culture and grammar is through the reading of literary texts.

But what is culture? There are many definitions for the word that change depending on the exact context in which it is used. One of the most important poets of the 20th century, T. S. Eliot in his work *Notes Towards the Definition of Culture* writes, first of all, about what he calls "the three senses of Culture". These senses depend on the understanding of the word whether as "the development of an *individual*, of a *group* or *class*, or of a *whole society*." (2010, p. 1). He believes that the individual culture depends on the group culture and that this one depends on the culture of the whole which means that the three elements are interrelated. Following this process of thinking, he reaches the conclusion that the definition of culture has to be centered on the one of the whole society as he sees it as "fundamental". Scholars also give their own definitions of what culture is, for example: "that complex whole which includes knowledge, belief, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor 1870, p. 29). Anyway, the world culture is polysemic so dictionary definitions go from understanding culture as "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time" (Cambridge Dictionary, 2020b) to "enlightenment and excellence of taste acquired by intellectual and aesthetic training" (Merriam-Webster Dictionary, 2020a). For the purpose of the present study, the first definition is the one going to be considered.

Culture as well as having many definitions, is an umbrella term for many others. Culture can be considered with capital C or in lower case. When considered as *Culture*, we are traditionally referring to elements such as music, art or literature. However, when

talking about *cultur*e, we can also include terms such as cinema, traditions or television programs; this is popular culture. Popular culture was usually referred to in a negative way as "unofficial culture, the culture of the non-elite" (Burke, 2017, p. xiii). However, this view has changed. Strinati (2008) writes about the difficulty of defining the term because popular culture is present in many societies and groups. Anyway, he decides to use Hebdige's definition: "a set of generally available artefacts: films, records, clothes, TV programmes, modes of transport, etc." (Strinati, 2008, p. xiv). Although teaching culture is clearly much more than just focusing on literature, literature has been considered the best option to obtain the desired results in the students of English as a second language. Furthermore, the stories selected can be considered to be in the middle: they are part of the Culture (canon) because of their literary value, but, at the same time they are used to teach the culture of the countries they represent.

Before dealing with the issue of teaching culture through literature and as a means of improving the language knowledge, something has to be mentioned about the specific peculiarities of the English language which are the main reason to develop this type of proposal. First of all, although English is not the language with more native speakers (that position is occupied by China), it is the most spoken language in the world. Many people have or learn English as their second language. However, there are many countries which do count with English as their official language. A very useful book to talk about what can be called Englishes (referring to the variety of English languages and cultures around the world) is Rob Pope's *The English Studies Book: An Introduction to Language, Literature and Culture* (2014)*.* "English varies from place to place, sometimes beyond recognition" (Pope, 2014, p. 23) and it is important that English students realize the fact. There are countries in all the continents which have English as official language, most of them due to the processes of colonization that happened in the past. All these countries, although sharing a common language (which sometimes is not that similar), are very different in culture, traditions and customs. It is interesting to teach students about it and this is exactly the main purpose of the activities planned and explained in the next part of the study.

Nowadays, teaching culture in the language classroom is not uncommon, but there was a time when it was. Things begun to change when linguists and culture

anthropologists started to work together and realized the importance of establishing a relationship between the learning of a language and the culture of that language (Kitao, 1991). Crozet and Liddicoat go even beyond that explanation and clarify that "culture underlies every part of communication, from asking someone to lend you a pen to writing a novel" (2000, p. 2) which means that if language teachers want their students to be able to communicate (which is worldwide considered the main reason for learning a language), they will have to understand the culture behind that language. Especially because of the globalization process, the way of language teaching that was fashionable in the past is not useful anymore: as Kitao explains "because without culture, they were just teaching meaningless symbols or symbols to which students attached the wrong meanings" (1991, p. 11).

Using culture in the language classroom offers many advantages that Kitao explains in his research "Teaching Culture in Foreign Language Instruction in the United States" (1991). Although his study is focused in the United States, most of what he presents can be extrapolated to the use of culture in the teaching of second languages in general. One of the main advantages derived of teaching culture in the teaching of languages is the fact that it makes students more open. This means that, by making them face cultures different to their own, they will become more aware of the distinctness and similarities, and thus, more understanding. This is what Kitao calls "international understating" (1991, p. 286), something essential in the present world. This will also improve the understanding of our own culture as it will make us aware of the differences and similarities we share with people around the world.

Another advantage and probably one of the most important ones, is that, by studying culture, the motivation of the students increases as they see the language in a context. Motivation has been already explained and its importance in the learning process has been broadly accepted so I will not discuss it in depth here however, it is important to establish clearly the idea that students (and anyone in fact) will work best if they are interested and attracted to the material. Showing language in a context and making students aware that learning the culture around the language is going to be helpful in situations which are or will be familiar for them, will make them more interested in learning. For example, if they want to travel to an English-speaking country, they should

realize that learning English and the culture of the country is essential to have a great experience. Furthermore, although it is impossible to learn about all the countries where the language under analysis is spoken (English or any other language), the teacher should be able to transmit the necessary tools for students to continue their learning outside the classroom. In order for this to happen, it is essential to work on the motivation and the curiosity of the students as well as giving them space to develop their own ideas and views. Culture has to be taught in the language classroom as it will allow students to "speak but also write in culturally appropriate ways" (Crozet and Liddicoat, 2000, p. 2) as well as behave properly.

Although nowadays consensus exists on the convenience of using literary texts to learn about culture, there are also some drawbacks. A disadvantage that can be faced and that Kitao writes about is that language teachers may not have the necessary training to be able to make their students learn about different cultures. Although a drawback, it is an easy one to overcome. Language educators should focus on improving their knowledge about the culture and about the best way to present it to their students as it will also benefit themselves and their language proficiency. As it is becoming clear, being a teacher requires constant reflection on the personal work as well as a constant process of investigating, learning and improving. Furthermore, the role of the teacher is essential at this point as they have to work as "mediator between cultures" having to consider both cultures: the students' and the second language. Teachers have to develop activities that will promote the interaction between both making students aware of similarities and differences, but mainly making them open to the learning.

Many advantages have been mentioned, but it cannot be argued that the most important one is the possibilities it offers to students to be able to become citizens of the world, as it has been mentioned already. Language students will be able to, not only communicate, but to do it effectively with people from other countries, especially when they travel without incurring in misunderstandings or accidental misbehaving and, at the same time, they are improving their proficiency level in the language under study.

2. 3. SELECTING THE TEXTS

As it has been clearly stated, using literary texts in the language classroom provides many advantages that, in some cases, cannot be achieved otherwise. Literature is useful in the teaching of the language itself, which is capital in the language classroom, but it is also helpful in the teaching of culture which also helps in the acquisition of the language. The correlations between the three elements end up creating a circle of influences that, if correctly developed, will allow teachers and students to obtain the best educational results. However, probably the most important step when following this path is choosing the correct text. In the present section, the reasons behind the selection of the type of text for the proposal are going to be explained and supported with academic bibliography.

It is essential to choose the material carefully so that it really resonates with the students as this, as previously mentioned, will increase the so needed motivation. Obviously, not all students are going to have the same characteristics and interests, however, the best option has to be selected: one which will interest the classroom in general. One of the first aspects that has to be always considered is the age of the audience. However, age has to be closely related to the intellectual and emotional maturity of the students. Another aspect is the students' linguistic proficiency and the language present in the text (archaisms, dialects, etc.). The cultural background of the students has to be considered as it will be decisive in the correct understanding of the texts. For this specific proposal, students will need to understand the culture surrounding the text before, during or/and after the reading. It is also the teacher's duty to show the relevance those texts have in the students' own contexts and understanding of the world; to make it relatable and thus, attractive. On the other hand, texts have to be in the realm of interest for the students.

Lazar (2009) mentions other aspects that are sometimes overlooked but should be always considered. One of these characteristics is the availability of the texts, in this case, all the texts are going to be provided to the student by the teacher as they are short enough. She also mentions the length of the text which is obviously considered and one of the reasons for choosing the short story as the best genre to work with in the classroom.

Exploitability is essential to take into account as well: "what kind of tasks and activities can you devise to exploit the text?" (55). Finally, Lazar mentions the importance of deciding if the text is fit with the syllabus which is essential to consider. This justification will be included in the section called *Curriculum and methodology.* In summary, Lazar (2009) creates a checklist (Figure 2) of elements that have to be considered when deciding what text to use in the classroom:

Checklist for choosing literary texts

TYPE OF COURSE
Level of students
Students' reasons for learning English
Kind of English required
Length/intensity of course

TYPE OF STUDENTS
Age
Intellectual maturity
Emotional understanding
Interests/Hobbies
Cultural background
Linguistic proficiency
Literary background

OTHER TEXT-RELATED FACTORS
Availability of texts
Length of text
Exploitability
Fit with syllabus

Figure 2. Lazar's Checklist for choosing literary texts (2009, p. 56)

There are several options when deciding to use literary texts in the language classroom. One of the most used ones is the use of graded readers. This type of texts can be of two different kinds: they can be simplifications of stories (usually classic or canonical texts that are considered to be essential for students to know, but that are, at the same time, too complex for them) or they can be texts written with the sole purpose of fulfilling specific characteristics. Anyway, there are various arguments for and against the use of these graded readers. McKay (1982), in her study, mentions the issue of adapting the text to make it suitable for the audience, but she does not see many advantages to this method preferring the use of young adult (YA) literature because of the length, themes, characters and stylistic complexity. YA literature can be defined as "books written for an audience of 12-20-year-olds. It may also include books primarily written for adults, but which have appeal to younger readers" (California State University, 2020). But adaptations or the use of YA literature are not the only options. In the present

study, the choice was to use short stories as this type of texts, if chosen carefully, provides the necessary input for the learning of the language and the culture of the country it represents.

There are various reasons supporting the use of short stories in the classroom, but it is important to understand first what the term exactly refers to. Short stories are defined by the Merriam-Webster Dictionary as "an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot" (2020c). Pardede (2011) argues that poetry is not the best option because it is hard to understand, the novel because of its length and time available, and drama because of the difficulty of acting it out. All the disadvantages mentioned do not affect the short story.

There are many scholars who support the idea that short stories are the best genre to use in the classroom as well as investigations that back the same belief. For example, there is a study conducted by Hirvela and Boyle (1998) among Chinese students which made clear that the best genre to work with in the classroom is the short story as it was one of the least feared and most enjoyed by the students. Pardede also writes about the benefits she sees in the use of short fiction. For her, the essential asset of using short stories is the opportunity it allows for the reinforcement of skills as she believes that "short stories allow instructors to teach the four skills to all levels of language proficiency" (2001, p. 3). First of all, the reading of literary texts (in this case short stories) can benefit the acquisition of vocabulary as well as the creativity of the students (proved to be basic in the classroom) as it is going to be essential for them to interpret what they are reading. Secondly, using this type of texts can help promoting the writing skill always depending on the activities that teachers design. Speaking and listening can also be trained with the use of short stories by, for example, making students read or listen to their partners read.

Pardede is not the only scholar who supports the use of short stories in order to improve the students' performance in the four language skills. As it has been mentioned, this type of texts can promote the learning of vocabulary which, for Al-Dersi, is the most important benefit it provides as "the mastery over required knowledge of vocabulary can

make a foreign language learner an effective speaker, good listener, reader and writer" (2013, p. 73). This means that, for the author, the knowledge of vocabulary students have is closely related to their ability in all four language skills and, furthermore, it will determine their capability of communicating in the foreign language which is essential: communication is the main goal of learning any language and it is what teachers should try to make their students achieve.

For Collie and Slater (1991) the main advantages are time, complexity, variety and flexibility. First of all, short fiction does not require dedicating a lot time in the reading and, although the time spent with the activities and reflection depends on the teachers, they will have more chances to focus on that analytical aspect. Anyway, time is a precious resource in the classroom and sometimes educators are short on it; using short stories allows them to include literary texts without spending too much time on them as they are forced to achieve a set of specific goals that require most of the year time. Also, if the decision is made that students have to read the stories on their own as homework, they will be more attracted to this short fiction rather than to a novel as it will mean less time spend on assignments. Secondly, although there are short stories that can be very complex, it is the educators' task to choose the best option that will fit the students' needs and level. Also, as they are short, more time can be dedicated to the explanation and reflection part which will help students in the understanding. In terms of variety, it is true that this characteristic can also be found in novels or other genres, however, because of the length and time needed, it will be possible to use several short stories (as it has been decided for this proposal), but it would be impossible to choose more than one novel. Finally, short fiction is quite flexible as it will allow teachers to develop many and varied ways of analyzing it. Short fiction allows a more in depth reading if the teacher finds it necessary. As they are short, students can spend more time analyzing deeply the meanings of the story, something impossible if the material used was a novel. This in-depth analysis will allow students to consider specific topics, themes and symbols that will help in their development as speakers of the second language.

Furthermore, short stories are a source of authentic material as most literary texts, but short fiction can also teach about life itself as characters usually develop common and everyday activities that, in the narration, acquire a different dimension. Likewise, it is an

easy way to show the culture of different places. Several short stories can be selected to talk about different places or to show different views of a same place. For the present teaching proposal that is going to be explained in the next chapter, the decision was to choose various short fiction texts which are representative of a specific cultural aspect of several English-speaking countries. The reasons behind the selection of each of the texts are going to be explained as well. The genre chosen was the short story because of all the arguments already mentioned that make it the best option to fulfill the main objective of broadening the students' mind regarding the great scope of literature written in English.

3. TEACHING PROPOSAL

3.1. CONTEXT

The context surrounding the teaching-learning process is an aspect that is essential to consider when designing a teaching proposal or even a single activity. The circumstances the teacher is going to face are very different depending on the number of students, the characteristics of the high school, the teaching hours, etc. and everything has to be considered in order to achieve the best results possible. In fact, the Cambridge Dictionary describes context as "the situation within which something exists or happens, and that can help explain it" (2020a). This makes clear the importance of considering the context as it helps explain the situation and it will provide the teacher with the information needed in order to design the proposal. The following paragraphs will describe the specific context chosen for this teaching proposal.

The high school chosen is the public center IES Emilio Ferrari. It is located in the neighborhood of Huerta del Rey, one of the first residential districts in Valladolid. According to the webpage of the Junta de Castilla y León, IES Emilio Ferrari, named after the poet and journalist, was founded in the year 1968. The students of the school come from adjoining areas such as several neighborhoods and villages. This makes the student group not homogeneous, but a reflection of the differences that exist in society; both social and economic. Furthermore, the families belong to varied social classes. However, the center is interested in taking advantage of those differences rather than seeing them as obstacles.

Regarding the linguistic aspect, IES Emilio Ferrari is very much concerned with the learning of languages. The school offers three languages (English, French and German) to be taught as first or second languages. It also offers the possibility of choosing to study the Secondary Education following the British Council curriculum known as the *Proyecto British Council*. It mainly consists of offering the students from 1st to 4th of ESO a bilingual and bicultural education based on both, the Spanish and the British curriculum. This means that students have 5 weekly hours of English as well as 7 more distributed among the subjects of biology and geology, physics and chemistry and

geography and history. Another interesting aspect is the figure of the linguistic assistants, who are native teachers that help in the lessons.

The group for which the present proposal has been designed will be described in the following lines. It is a group of 24 students of 4th of ESO which means they mostly are 15 or 16 years old. They are in the British Council Project, so they have five weekly hours of English. The classroom where the English lessons are taught is a language room which means that it is only used for those classes. It has a computer as well as speakers and a digital screen with a projector.

This group has been considered perfect for this intervention firstly because they belong to the British Council program which means that they have enough English lessons so as to dedicate several each trimester to work with the reading of the short stories. Also, they have the necessary level and age in order to work correctly with the material. Finally, the number of students in the group and the resources available in the room and in the school in general, make the choice perfect for this intervention.

3.2. SELECTECTED TEXTS

One of the hardest parts of using literature in the classroom is the process of selection and decision-making being the first of these choices the selection of the texts. As it has been mentioned previously, it is critical that the texts are chosen carefully and correctly in order to obtain the results expected. The teacher will have to read a lot until the perfect texts are found and then, the next difficult step has to be faced: the selection and design of the activities. In this chapter and in the next one, the reasons behind the choice of both, the texts and the activities, are going to be explained and defended. Obviously, the real trial to check if they have been perfectly selected would be to put it into practice, however that has not been possible. Anyway, the texts and activities have been chosen carefully after much thought to try to make them as useful and enriching for the students as possible.

There are many and varied aspects that have to be considered when selecting the text to use in the classroom. Lazar (2009) writes about three specific areas that have to be considered: "the type of course you are teaching, the type of students who are doing the course and certain factors connected with the text itself" (48). In this case, both the specific course and the type of students have been considered in the selection of the texts as it is explained in the previous context section. The factors related with the text itself are explained in the following paragraphs.

One of the main and first aspects that has to be taken into consideration when choosing the text to work with is the appeal it is going to have to the students. Motivation, as it has already been explained, is one of the main elements that have to be considered when talking about teaching so it should not be forgotten now. Students are going to work better and learn more if the text they are reading is interesting for them. Furthermore, students have to be made aware that learning the language has a real use. Selecting several short stories that show the culture of different English-speaking countries will make them realize that, if they want to understand the people living in those countries, they will have to learn, not only their language, but also their culture.

In the following paragraphs, the reasons behind choosing each of the texts are going to be explained in detail mainly mentioning the cultural aspects that are going to be analyzed through the activities proposed in the next section and that are believed to be important for students to understand and learn about. The selection consists of four short stories each of them dealing with specific cultural or historical events from a different English-speaking country. The texts provide enough variety of topics and countries so as to allow students to achieve a broad vision of the countries where English is spoken. It has been shown by researchers such as Méndez García (2004, p. 95) that the English textbooks used in Spanish language classrooms are restricted to showing culture related only to the United Kingdom and the United States. By choosing stories representing other countries, students will be able to realize that English literature and culture is not restricted to just these two countries. Furthermore, they will also be able to learn, not only the language (vocabulary and grammar), but also history and culture that is very important when learning a foreign language. They will develop a critical thinking which will allow them to be more open and to analyze better whatever they read.

For this proposal, four stories have been chosen because it is realistic for the classroom use: "Dead Men's Path" by Chinua Achebe (Nigeria), "The Prisoner Who Wore Glasses" by Bessie Head (South Africa), "Neighbours" by Tim Winton (Australia) and "Killing a Brit" by David Park (Ireland). However, there are other options that were considered and finally discarded because of the amount of time it would have required to work with so many texts in an academic year. The texts that finally have not been used are "Boys and Girls" by Alice Munro which is representative of Canada and deals with the different expectations fathers had in the 60s (and still today) towards their children regarding gender; and "A Devoted Son" by Anita Desai which explains the father-son relationships in India. Although they have been ruled out, they can be used in the future because they meet the expectations and needs.

One of the countries included in this proposal is Nigeria. The Federal Republic of Nigeria is a country in West Africa which shows a great variety of cultures and beliefs. It is formed by 35 federal states as well as its capital Abuja. It is a very important country in economic terms as it is the first producer of petroleum of the continent and it also holds an important role in its world production. The official language, as it happens with most

of the African countries, is the language of the colonizers: English. But English is not the only one as in Nigeria other languages are spoken such as Yoruba and Igbo. One of the most important authors of the country is Chinua Achebe (1930-2013) as he is one of the first Nigerian authors to write in English. Achebe wrote a lot about the process of colonization that his country went through which is the main topic in one of his most important novels *Things Fall Apart* (1958). It is also the main topic in the short story used for this didactic proposal "Dead Men's Path" (1953). This story has been chosen because it talks about a very important historical process suffered by the inhabitants of the country and which has marked and changed them forever. Achebe was very much concerned with writing about the natives' resistance against this process of colonization and Christianization. This is a topic clearly seen in the story chosen and one of the reasons for selecting it. It is important that students learn about countries which probably they do not know a lot about and the best way to do so is by reading those authors that write about their own collective experience. The story's main character is Michael Obi which has been appointed headmaster of a new school in Ndume with the mission of reforming and updating it. When arriving, he realizes that the inhabitants are stuck in the past, something that he believes has to be changed immediately. There is an element in the story that represents that traditional living which is a path that crosses through the school's premises. This path has a religious significance for the villagers. He decides that it has to be closed, but he faces strong opposition from the locals resulting in damages to the school building. This finally has negative consequences for Michael. The story will allow students to learn about Nigeria's history as well as make them aware of the process of colonization which is something in which a lot of European countries participated, including Spain.

"The Prisoner Who Wore Glasses" by Bessie Head (1937-1986) is another of the stories chosen which is also representative of an African country: South Africa. The Republic of South Africa has several official languages like Afrikáans, but English is also one of them. The country is important economically mainly because of the mining and transport industries. Bessie Head is considered one of the most important authors in Botswana although she was born in South Africa. She used her literature in the same way as Achebe, mainly to talk about the problems of colonialism. The story chosen deals with a group of black political prisoners working in the fields and how everything changes

when a new white guard tries to take control. The protagonist accuses the guard of stealing from the farm and that is how they both make an agreement by which the guard will not be denounced in exchange of him treating the prisoners correctly. The story relates issues of apartheid, an important concept students should know about. Apartheid is defined by Dubow as "the unique system of racial discrimination and economic exploitation" (1989, p. 1) and it was especially damaging for black people in this country. Students will be opened to a new vision of the world that does not affect them directly, but that it is essential to understand.

Australia is another English-speaking country which has been chosen for this proposal. In this case, English is the only official language of the county. The story selected, "Neighbors" by Tim Winton, shows the multiculturalism that is so representative of the country. Winton (1960) is an important Australian author who is very much concerned with the environment and thus, tries to include it as main character in his writings. The story presents an Australian neighborhood in the southeastern city of Melbourne inhabited by various European migrant families. The main characters are an Australian couple moving to said neighborhood and the story shows their feelings towards the values and lifestyles of their neighbors which represent a variety present in the country. At the beginning they are not very open to understanding the people living around them but, as time passes, they realize the benefits of living all together helping each other. The sense of community that they finally achieve is clearly represented at the very end when the woman gives birth to their son and all the neighbors cheer and share their happiness with them. The story will help students understand the situation of multiculturalism in Australia at the same time that they will be aware of their own situation in Spain making them more open to sharing and creating communities. The topic of multiculturalism and immigration is very important in the present because of all the movement around Europe of refugees, especially. According to the Consejo de la Juventud de España (2011), the 6.3% of the youth in the country are immigrants and, in fact, the 29.9% of all immigrants in Spain are young people. Furthermore, the story presents Europeans as the migrants which will make students realize we can also be placed in that difficult role. These facts highlight the importance of making our students open to other cultures, also because they are not only the future, but also the present.

Finally, the last of the stories chosen is "Killing a Brit" by David Park which deals with the Irish conflict. This short story is included in the book titled *Oranges from Spain* (2004) which is a collection of short stories including tales "about the trials of growing up in a community where tension, confusion and violence hold sway" (Bloomsbury, 2020). Learning about the conflict in Northern Ireland will make students aware of the situation many teens like themselves had to endure when they should have been enjoying life. Also, it will hopefully make them more open to understanding the situations of war that are currently happening in various parts of the world; they seem so far away that sometimes are even forgotten. The main character of the story is a young boy who is punished in school. When he goes back home, he describes, in an indirect way, the tension existing between the Irish and the British soldiers as he encounters two of them.

As it has been seen, the selection of these four stories has been done in a way that allows students to build a broader vision of the existence of different English-speaking countries as well as their history, conflicts and literary production. Although it is very important that they realize the situation of these countries, it is as important that they relate their learnings with their own contexts and situations. The comparison between both worlds will make them see that they are not that different and will help in understanding everything that surrounds them. It is true that they are young, and some topics are harder to talk about than others, but this should not be considered an obstacle in learning about them; we should not be blind to the realities and injustices present in other people's lives.

3.3. CURRICULUM AND METHODOLOGY

The present teaching proposal is based on the curriculum of Secondary Education of Castilla y León (ORDEN EDU/362/2015). The activities proposed have been developed considering the learning expectations that appear in the document: not only the general vision of the subject of the second language, but also the specifics of the fourth grade of ESO. At this point, it is important to mention as well the specific characteristics of the group chosen for the intervention. As already mentioned, the group is part of the project with the British Council which means that they have more hours of English than the usual groups. The characteristics of this type of groups are established in the REAL DECRETO 717/2005.

In the document (ORDEN EDU/362/2015), language is presented and understood as the main instrument in the communicative and learning process being this vision the one followed in the proposal explained in the following pages. The document highly focuses on considering languages as a way of understanding the world: it is a way of accepting other traditions and beliefs. As it can be seen in the explanation of the selected texts, this is the main aim of the proposal developed. The objective is to make students open and to make cultures come near. The way this is achieved in this specific case is through the reading of various short stories; method that meets perfectly the demands of the ORDEN EDU/362/2015: "el uso de canciones, películas, historias y relatos que formen parte de la identidad cultural ligada al idioma serán muy provechosos" (p. 32233).

The BOCYL mentions the importance of motivation so the activities have been planned in a way that aims to motivate and engage students. In order to do so, all competences are considered: producing and comprehending both written and oral texts. Likewise, the activities are varied (role plays, debates, visualizing videos, writing dialogues…), but there are also some constants so as to provide students with a structure that can be useful in their future academic lives.

Regarding the methodology, the activities are varied and need of the active participation of the students. The main characteristic is that students are almost always the protagonists while the teacher stays in the background. The activities proposed try to

improve the students' abilities in order to prepare them for their future, not only academically, but also as citizens of the world. For this reason, creativity and imagination are encouraged throughout all the sessions. Also, the autonomous work of the students is boosted by giving them the tools to work but leaving them to do their own research and make their own decisions. It is considered of high importance that students are ready for their future academic, professional, but also, personal lives and that is why the use of technologies as well as a little competition are introduced in the proposal. Furthermore, the teacher has to encourage students to ask when something is not clear or when they want to learn more in order for them to be involved in the sessions.

The evaluation, as explained in the ORDEN EDU/362/2015, is not restricted to a final examination, but it is understood as a constant monitoring on the part of the teacher of his/her students so as to reward the effort and participation. The way this intervention is going to be evaluated is mainly through the work the students do in class and the revision of the final projects. The teacher will consider all the work of the students done with the completion of the different activities in class as well as the final project and the answers to the Kahoots. Participation is going to be very important in all the sessions as well. An assessment grid for one of the stories (Story 2) can be found in Annex 1 as an example of the manner in which the evaluation will be developed.

Something that is also mentioned in the document and it is essential to consider when developing any type of teaching proposal is the selection of the key competences that are going to be present. For this intervention, the competences considered are:
   a) competencia en lectoescritura
   b) competencia multilingüe
   c) competencia digital
   d) competencia personal, social y de aprender a aprender
   e) competencia en conciencia y expresión culturales

The specific contents, evaluation criteria and learning standards for each of the four blocks present in the Common European Framework of Reference for Languages (comprehension and production of oral texts and comprehension and production of

written texts) that are developed in the teaching proposal are mentioned in the following table[1]:

CONTENTS	EVALUATION CRITERIA	EVALUATION STANDARDS
Block 1. Comprehension of oral texts		
- Formulation of hypothesis about content and context. - Sociocultural and sociolinguistic aspects. - Narration of specific and habitual past events, description of states and present situations and expression of future events.	- To know and apply the adequate strategies for the comprehension of the general meaning, the essential information, the main ideas or the relevant details of the text. - To know and use the sociocultural and sociolinguistic aspects related to daily life, life conditions, interpersonal relationships, behaviors and social conventions.	4. Understands, in an informal conversation he/she participates in, explanations or justifications of points of view and opinions about various matters of personal interest, everyday or less common affairs, as well as the formulation of hypothesis, the expression of feelings and the description of abstract aspects.
Block 2. Production of oral texts		
- To express the message with clarity, coherence, structuring it correctly and adjusting, in this case, to the models and formulas of each type of text. - Description of physical and abstract qualities of people, objects, places and activities.	- To know and apply the adequate strategies for the production of monological or short and medium-length dialogical oral texts with a simple and clear structure exploiting the resources available limiting the expression to them.	1. Develops short, well-structured presentations, previously rehearsed and with visual aid, about specific aspects related to academic or occupational topics of interest, organizing the basic information in a coherently, explaining the main ideas briefly and

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[1] This is a personal translation.

- Establishment and maintenance of communication and organization of the discourse.	- To interact in an easy but effective way in clearly structured exchanges, using common formulas or indications to transfer the turn to speak.	clearly and answering to easy questions. 3. Participates correctly in informal face to face conversations about everyday or less common affairs in which information is exchanged and briefly expresses and justifies opinions and points of view.
Block 3. Comprehension of written texts		
- Distinction of types of comprehension. - Sociocultural and sociolinguistic aspects. - Description of physical and abstract qualities of people, objects, places and activities.	- To know and apply the adequate strategies for the comprehension of the general meaning, the essential information, the main ideas or the relevant details of the text. - To know and use the sociocultural and sociolinguistic aspects related to daily life, life conditions, interpersonal relationships, behaviors and social conventions.	6. Understands specific information in Web pages and other clearly structured reference material about academic topics. 7. Understands the general aspects and the most relevant details of fictional and short contemporary literary texts, when they are well-structured and in a standard variant of the language, in which the argument is lineal and can be followed without difficulty, and the characters and their relations are presented in a clear and simple way.

Block 4. Production of written texts		
- To mobilize and coordinate general and communicative competences with the aim of effectively fulfilling a task. - To locate and use adequately the linguistic and thematic resources. - To express the message clearly adjusting to the models and formulas of each type of text. - Sociocultural and sociolinguistic aspects.	- To know, select and apply the adequate strategies to elaborate short or medium-length texts. - To incorporate to the production of the written text the acquired sociocultural and sociolinguistic knowledge.	3. Takes notes and messages with simple and relevant information about everyday affairs and specific aspects in the personal, academic and occupational scope within their area of interest. 5. Writes, in a conventional format, short and simple reports in which essential information about an academic or occupational topic is presented.

3.4. ACTIVITIES

The teaching proposal explained in the present section consists of twelve sessions distributed throughout the school year. Each trimester will include various sessions that will be dedicated to working with each one of the stories. However, as the stories are four and there are only three trimesters, the fourth one (that will be the first to be read) will be used as an example done in class so that students understand what they are going to be expected to do with the rest of the texts. The story selected as the example is "Killin' a Brit" that deals with the conflict in Northern Ireland.

The structure for the three stories selected to be worked with in class is always the same and can be seen in the following table. However, the activities change from story to story to make it more interesting and suitable for each context:

DAY	1	2	3
ACTIVITIES	Working with the title	Activity	Presentations
	Reading the story	Activity	Comments and questions
	Debate	Explanation of the project	Evaluation

It is important for students to understand the background behind the texts analyzed, especially in this context as the main focus is the culture they represent. Lazar (2009) includes a list of some information regarding the background of the text that can be presented to the students. From her proposal, the elements that have been chosen for the present intervention are:

- Biographical information about the author
- Historical events
- Philosophical, religious or political ideas
- Places
- Historical, political or social background

However, it has been decided that the students are going to be the ones in charge of researching about those aspects and provide the first approach about it to the rest of the

classroom. Obviously, the teacher will be supervising every piece of information, but it will be more interesting for students to look for the information on their own in order for them to really interiorize the knowledge. Also, as the first text is going to serve as an example done in the classroom, they will have clear ideas of what to do. Anyway, if necessary, the teacher can also prepare a session after the students have presented their research in order to further explain the cultural aspects that appear in the stories. The research the students have to develop will always deal with the figure of the author and with the country. This way, students will be able to relate history and facts with the fiction in the stories and they will have a broader vision about the countries and their cultural and historical background that is so important to understand the reading perfectly.

It is also crucial to mention how the texts are going to be read, whether they will be worked with in class together or at home on their own. For this proposal, it has been decided that the four stories will be read in class. This is realistic as the stories are not especially long (the length varies from 3 to 5 pages). This way, students will acquire the tools to do an adequate reading of this type of stories in the future.

Regarding the classroom distribution, most of the sessions (except one) are developed in the usual classroom and students remain in their usual places (sitting looking to the board). There are some exceptions when students have to change positions: when they do group work, for the activity of the trial and for the apartheid simulacrum. Also, there are different materials needed to carry out this intervention, but most of them are easily found in schools:

- Photocopies with the stories
- Blackboard/whiteboard
- Computer, speakers and screen
- Computers for students (computer room)
- Internet connection
- Mobile phones (Kahoot)
- Papers and pens
- Handout "Neighbors Everywhere" (Annex 2)
- Handout "Rules" (Annex 3)
- Vocabulary and definition cards (Annex 4)

- Handout "Taboo words" (Annex 5)

- Mandela's Letter (Annex 6)

- Apartheid's flyer (Annex 7)

The evaluation of the intervention has already been explained in the previous section and it focuses on the continuous assessment of the students. An example of an assessment grid the teacher will use to evaluate the work of one of the stories is found in Annex 1.

The proposal is now explained story by story describing in detail what is supposed to be done in each of the sessions. It is true that most of the activities are the same for the three stories, but some of them vary in order to be as suitable as possible for each text. The activities have been planned in a way that makes them attractive and interesting to the students, trying to make them as varied as possible.

Story 1: "Killin' a Brit", David Park

The first story is going to be treated differently as it works as an example of what students are going to be asked to do with the following three readings. However, instead of being the teacher the one that does all the work while the students stay in the background listening, they are going to be protagonists in order to learn through experience. These activities have to be developed in September, shortly after the course starts, so that they can have the knowledge for their future group projects. In the following tables the structure of the sessions as well as the explanation of the activities can be found:

SESSION 1 (50 minutes) Monday	
Reading 15 minutes	The teacher hands out the photocopies with the short story so that every student has one. Then, they start reading out loud following the order as they are organized in the room. They are encouraged to underline or mark any word or expression they do not understand or they want to comment. All comments have to be done at the end so that the reading is not interrupted.
Debate 15 minutes	After the reading, students can talk about all the doubts they have. They also have to give their opinion about the story and the teacher can ask students to imagine themselves in the position of the main character and describe what they would have done and how they would have felt.

Questions
10 minutes
	The teacher has to ask the students two questions:
	    - Who is the author of the story?
	    - What country is the story set in?
	Students should brainstorm about everything they know regarding these two aspects. They will probably know nothing about the author, but they will about the country.

Explanation of homework 10 minutes	As homework, students have to search in the Internet for at least 10 webpages and/or articles that provide information regarding both the author and the country. They have to be critical with the pages they find and decide which ones are objective and academic and which ones are not. They will have to include all the links in a Word document that they will send to the teacher so that they can be revised. Also, the teacher has to group the links in two: the good ones and the bad ones. These examples will be shown to the class in the next session. The deadline is Wednesday. The activity will help students with their group projects, but it will also be helpful for their future academic life.
SESSION 1 (50 minutes) Monday	

This session has to be developed in the computer room as computers are going to be needed to search for the information.

SESSION 2 (50 minutes) Wednesday	
Presenting the links 15 minutes	The teacher shows some of the links as examples of good webpages/articles and examples of bad ones (without saying which student send them). The teacher has to explain why ones are good and the others are bad; what characteristics they have that make them one type or the other. This way, students acquire the knowledge to look for their own links. Then, the teacher has to send the list of good links to all the students.
Becoming researchers 20 minutes	Students are then grouped in six groups of four (they can make their own groups, but the teacher can intervene if necessary). Some groups will do research about the author (David Park) and some about the country (Northern Ireland). As already mentioned, the context of this short story is The Troubles. Each student has to sit in a computer on their own and they have to use Google Drive to share their investigations and to create a short presentation using Google Presentations. Students will have 20 minutes to do the research with their group and to create a very short presentation with the most important information they have found. They should also include the list of pages and articles they have used. The teacher has to be available to help whenever necessary and to encourage students to speak in English.
Presentations 10 minutes	In the last ten minutes of the session some groups present their research. Two groups of each topic will be enough to get an idea.
Evaluation 5 minutes	The teacher makes any necessary comment regarding the students' presentations so that they know what they are expected to do in their group projects. Also, students have to send the teacher the presentations so that they can be revised.

Story 2: "Dead Men's Path", Chinua Achebe

   The three complete sessions dedicated to this text will be developed in November (the first two sessions) and December (the third session). As this is the first short story that students are going to work with on their own, it should be treated carefully and making clear what are the most important aspects to focus on when dealing with this type of texts. As already mentioned, the story will be read in class and it will be accompanied by a debate and a series of activities or games. The final piece of work will be a project. The following four tables show the structure of each of the sessions and the explanation of each activity.

NOVEMBER:

SESSION 1 (50 minutes) Monday	
Writing: **Guess the plot** 10 minutes	At the beginning of the lesson, the teacher tells the students the title of the story they are going to work with. As they are sitting in the classroom (in pairs), the students have to write a few sentences that work as a summary of what they think the story is going to be about.
Presentation: **Guess the plot** 15 minutes	Some of the students read their sentences in front of the class. They have to be original and imaginative so the summaries will be varied; it will be interesting to read the different thoughts and then compare them to the actual story.
Reading 15 minutes	Students read the story out loud following the order as they are sitting in the classroom. All students have a photocopy of the story and they have to underline those words, expressions or parts that they do not understand or that they want to discuss. They will ask about them at the end so the reading is not interrupted.
Debate 10 minutes	For the following ten minutes, the students, together with the teacher, talk about the story and their feelings towards it. Also, they discuss and clarify the parts or concepts that the students did not fully understand. Possible questions for the teacher to ask: - What was the story about? - Why do you think the path is so important for the villagers? - Why do you think the story ends that way?

For session 2, a role play has been designed that will take up the whole session time. The main objective is to make students become more involved with the story; with this activity they will have to really think of themselves as in the position of the main characters. They will have to imagine they are in court to try to solve the problem presented at the end of the story.

SESSION 2 (50 minutes) Tuesday	
Explanation and distribution of roles 10 minutes	First of all, the teacher explains the activity as well as the tasks the different characters will have to develop. The students are divided into four different roles: - Judges (2 students): they will have to ask the questions to the accused and the accusers. They will also decide on the punishment. - Jury (4 students): they will have to listen closely and decide who is guilty. - Accusers (9 students): they represent Michael Obi. They believe the village should be punished for destroying the school. - Accused (9 students): they are the villagers who believe that their action was correct because Obi had destroyed their path first. The roles are decided randomly (unless there are volunteers) at the beginning of the lesson.
Planning time 15 minutes	They then have some minutes to sit with the other students that share the same role in order to establish clearly what they will say in court. They are allowed to write down their ideas and to go back to the text to be as faithful as possible. The teacher walks around the class helping and correcting students.
Trial 25 minutes	Once they have finished, the trial begins. Students should be sitting in groups resembling the distribution of a real court. The judges ask questions and the accusers and accused have to answer them trying to defend their points of view and to convince the jury. Once they have answered all the questions, the jury has some minutes to decide who is guilty. Once their decision is made, the judges decide the punishment.

In another session the teacher will dedicate a few minutes to explain the final project for this short story.

EXTRA (5 minutes) Wednesday	
Explanation of the project 5 minutes	Based on the groups that were created for the first story, two of them are chosen randomly to work with this one. Then, each of the two groups are given a different topic. Students have a month to work with the topic at home to create a PowerPoint presentation with a summary of the information they have gathered related to the it. They will have to present the information clearly to the rest of the students. Obviously, the teacher has to correct any mistakes or misunderstandings. Topics: - Nigeria - Chinua Achebe The teacher will be available during the month to answer any questions and to help students. He/she can also help them choosing the sources to use in the research.

DECEMBER:

A month later, the two groups that were chosen have to present their research to the rest of the classmates. The students should send the teacher the PowerPoint presentation some days before the lesson to correct any important mistakes regarding the content. They are not expected to do a deep analysis, but to present the main ideas so as to create a general view on the country and its culture. The teacher can always add any information and explanation necessary. At the end, Kahoot will be used to evaluate the students' knowledge on the topics to mainly see if they have payed attention to their mates' presentations. To create the Kahoot, the teacher has to use the information from the students' PowerPoints.

SESSION 3 (50 minutes) a month later	
GROUP 1 **Presentation of the project** 12 minutes	The first group presents the information they have gathered regarding the country of Nigeria. They will have to talk about, for example: - Important general information: flag, official language, capital… - Important historical events: colonization
GROUP 1 **Questions and comments** 5 minutes	The listeners will be encouraged to ask questions and the teacher can also participate. The intention is to make the presentation as complete as possible. At this point, students will also talk about the difficulties they have faced when carrying out the research.
GROUP 2 **Presentation of the project** 12 minutes	The second group presents their findings on the figure of the author Chinua Achebe, one of the most important authors in Nigeria and one of the first to write in English. They could include facts about: - His life - His books and publications
GROUP 2 **Questions and comments** 5 minutes	As with the previous group, these minutes are dedicated to answering questions and doubts and commenting on anything important.
Evaluation 16 minutes	The evaluation will be done using Kahoot. Students will be asked to have their mobile phones (if any student does not have one, he/she can play with another person). They will use the app Kahoot to answer some questions related to both the author and the country based on the information presented. Playing using technology and including a little competition will motivate students. This is an example of the type of questions students will have to answer: https://create.kahoot.it/share/nigeria-and-chinua-achebe/4d41d5c4-10d1-42e1-97d3-0ed5e4a63cbf

Story 3: "Neighbours", Tim Winton

The work regarding this story will also consist of three sessions that will occur during the months of January for the first two sessions (after the Christmas holiday) and February for the third session. Once again, the story will be read in class together with the development of various activities. Also, there will be a final project. The following three tables show the structure of each of the sessions and the explanation of each activity.

JANUARY:

SESSION 1 (50 minutes) Monday	
Writing: **Guess the plot** 10 minutes	As with the first story, at the beginning of the lesson, the teacher tells the students the title of the story they are going to work with. In pairs, they have to write a few sentences that work as a summary of what they suppose the story is about.
Presentation: **Guess the plot** 15 minutes	Some of the students (ideally, different from the ones that read their suggestions for the first story) read their sentences in front of the class. All of the summaries are given to the teacher.
Reading 15 minutes	Students read the story out loud. All students have a photocopy of the story and they have to underline those words, expressions or parts that they do not understand or that they want to discuss. All comments have to be made at the end so the reading is not interrupted.
Debate 10 minutes	This last ten minutes are dedicated to explaining all those aspects that were difficult or strange for students. They will also comment on their feelings towards the story. Possible questions for the teacher to ask: - What was the story about? - Why do you think the main characters were reluctant to talk to their neighbors? - Why do you think things change at the end?

SESSION 2 (50 minutes) Tuesday	
Neighbors everywhere 25 minutes	Students are given a description of a type of neighbor. The teacher groups the students in eight groups of three: there are 12 types of neighbors so some will be repeated. They will have some minutes to create a dialogue between them as if they were neighbors in a specific situation that they have to come up with. The dialogues will have a length of 3 minutes. The teacher has to go around the class helping students and making sure that they speak as much English as possible. (Neighbor's descriptions in Annex 2). They then present the dialogues in front of the rest of their classmates.
Cultural differences and similarities 20 minutes	To make students aware of the differences that exist between people of different countries, the teacher will play various videos showing some differences. After each video, students have to comment on it. These are examples of videos that could be useful (they are short, fun and interesting): - Breakfasts around the world: https://www.youtube.com/watch?v=ry1E1uzPSU0 - Greetings around the world: https://www.youtube.com/watch?v=3tlNJibk234 Then, all students will have to think of the countries they have visited and start brainstorming about the differences and similarities they have found. They can write them in two columns on the board. Once they finish, they will have a good number of cultural norms from around the world. Finally, the teacher can introduce the discussion of whether these differences are positive or negative, if they make countries richer or make relations difficult, etc.
Explanation of the project 5 minutes	As for the previous project, two more groups are chosen to work with this story. Students have a month to work with the topic at home to create a presentation with a summary of the information they have gathered. Topics: - Australia - Tim Winton

FEBRUARY:

The mechanics of this session are the same as it has been explained for the previous story.

SESSION 3 (50 minutes) a month later	
GROUP 1 **Presentation** **of the project** 10 minutes	The first group presents the information they have gathered regarding the country of Australia. They will have to talk about, for example: - Important general information: flag, official language, capital… - Important historical events
GROUP 1 **Questions and** **comments** 5 minutes	The listeners will be encouraged to ask questions and the teacher can also participate. The intention is to make the presentation as complete as possible. At this point, students will also talk about the difficulties they have faced when carrying out the research.
GROUP 2 **Presentation** **of the project** 10 minutes	The second group presents their findings on the figure of the author Tim Winton. They could include facts about: - His life - His books and publications
GROUP 2 **Questions and** **comments** 5 minutes	As with the previous group, these minutes are dedicated to answering questions and doubts and commenting on anything important.
Evaluation 20 minutes	The evaluation will be done using Kahoot as with the previous story.

Story 4: "The Man Who Wore Glasses", Bessie Head

         For the last of the stories, the structure is the same as the previous ones: the story is read in class and some activities are developed, as well as the final project. In this case, the first two sessions will happen in the month of April (after Easter) and the third one at the beginning of May. This time distribution will allow students to have most part of May and the whole of June free from these readings so they can focus on their exams. The following three tables show the structure of each of the sessions and the explanation of each activity.

APRIL:

SESSION 1 (50 minutes) Monday	
Writing: **Guess the plot** 10 minutes	Once again, at the beginning of the lesson, the teacher tells the students the title of the story they are going to work with and, in pairs, they have to try to guess the plot of the story for which they have to write a short summary.
Presentation: **Guess the plot** 15 minutes	Some of the students (different from the ones that read their suggestions for the other two stories) read their paragraphs in front of the class. All of the summaries are given to the teacher.
Reading 15 minutes	Students read the story out loud while they underline those words, expressions or parts that they do not understand or that they want to discuss with the teacher and the rest of the classmates. They will ask about them at the end so the reading is not interrupted.
Debate 10 minutes	For the following ten minutes, the students, together with the teacher, talk about the story, their feelings towards it and any problems they have faced during the reading of the text. Possible questions for the teacher to ask: - What was the story about? - Did you like it? Why? Why not? - What is the relationship between the two main characters? - What is the symbolic meaning of the glasses the prisoner wears?

In this second session students are going to participate in a process of apartheid so they realize what the situation was like in South Africa and what racism means nowadays as well. Some students are going to enjoy a series of privileges and other students are going to suffer some restrictions. The only reason for the distinction is a physical characteristic that cannot be changed. These differences will continue throughout the whole session.

SESSION 2 (50 minutes) Tuesday	
Apartheid in class 5 minutes	The teacher explains that the blue and green-eyed students will have some privileges that the brown-eyed students will not, in fact, they will suffer restrictions. The rules can be found in Annex 3. The situation will continue until the end of the session when the teacher tells them to stop.
Guess the word 20 minutes	The objective of this next activity is to work with vocabulary. Some difficult or strange words are extracted from the text to work with them. The teacher hands out the words and definitions in separate pieces of paper. In groups, students have to match the words with their definitions (list of vocabulary and definitions in Annex 4). Then, all together, play Taboo. A student will get a random vocabulary card and he/she will have to explain what the word is without using the three words that the teacher gives him/her in another card (Taboo cards in Annex 5). The rest of the students have to raise their hand and guess the word. Because apartheid is happening in the classroom, the groups have to be formed within the distinctions made; there cannot be mixed groups. Also, brown-eyed students will be able to answer only when green and blue-eyed students do not know the answer.
Debate about feelings 10 minutes	At this point, the teacher announces that the restrictions and privileges have finished. Students go back to their usual places and a debate starts. The teacher has to ask students about their feelings throughout the experiment. The teacher has to make clear that the situation was unfair.

Sources and debate 15 minutes	To expand their knowledge on apartheid various documents will be shown to the students: - A video that summarizes the situation in South Africa: https://www.youtube.com/watch?v=2f2k6iDFCL4 - A letter written by Nelson Mandela to his daughters during his imprisonment: Annex 6. - An example of a flyer during apartheid: Annex 7. All the readings and visualizations have to be accompanied by comments from the teacher and questions from the students.

In another session, the teacher will dedicate a few minutes to explain the final project for this short story.

EXTRA (5 minutes) Wednesday	
Explanation of the project 5 minutes	As for the previous projects, the last two groups of four have to work with this story. Students have a month to work with the topic at home to create a PowerPoint presentation with a summary of the information they have gathered. They will have to present the information clearly to the rest of the students. Topics: - South Africa - Bessie Head

MAY:

This session follows the same structure as the already explained sessions for the previous two stories.

SESSION 3 (50 minutes) a month later	
GROUP 1 **Presentation of the project** 10 minutes	The first group presents the information they have gathered regarding the country of South Africa. They will have to talk about: - Important general information: flag, official language, capital… - Important historical events: apartheid
GROUP 1 **Questions and comments** 5 minutes	The listeners will be encouraged to ask questions and the teacher can also participate. The intention is to make the presentation as complete as possible. At this point, students will also talk about the difficulties they have faced when carrying out the research.
GROUP 2 **Presentation of the project** 10 minutes	The second group presents their findings on the figure of the author Bessie Head. They could include facts about: - Her life - Her books and publications
GROUP 2 **Questions and comments** 5 minutes	As with the previous group, these minutes are dedicated to answering questions and doubts and commenting on anything important.
Evaluation 20 minutes	The evaluation will be done using Kahoot as with the previous stories.

4. CONCLUSION

"That is part of the beauty of all literature. You discover your longings are universal longings, that you are not lonely and isolated from anyone. You belong." F. Scott Fitzgerald's quote presents the idea behind the development of the proposal explained perfectly: literature brings us closer and helps us understand each other. The selections of the texts, authors and countries as well as the design of the activities have been developed considering this idea at the center of it. Especially nowadays, having a broad vision about the world and everything that makes us different, but also similar, is essential for the students this proposal is aimed at: they are teenagers that start creating their own ideas and start travelling the world.

The main objective of the project was to design a teaching intervention that promotes the use of short stories as a way of teaching English and the culture around it. It has been demonstrated that the use of literary texts provides many and varied opportunities in the language classroom. The activities chosen try to be as attractive as possible for students in order to motivate them to read literary texts, not only for academic purposes, but also for personal enrichment. In order to check if the proposal is in fact useful and fulfills the interests mentioned, it should be developed in real life. It will be interesting and possible to do so as it has been designed taking careful attention in making the implementation viable.

Something that could be very interesting is to develop a similar proposal but using different short stories, authors and countries. This selection depends on the teachers and the objectives they have in mind. Asking students about their own interest regarding these three aspects could also be beneficial in designing the best activities possible. There are many English-speaking countries that are usually forgotten in the schools' curricula and it should be the teachers' duty to present them to their students.

In conclusion, the present intervention shows some ideas about how to include the teaching of both literature and culture in the English classroom, but these are not the only options. It is our duty as future teachers to make our students as open to differences as possible making them citizens of the world.

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Annex 1

ASSESMENT GRID: Story 2

Activity	Evaluation			
Writing: Guess the plot	Done		Not done	
Presentation: Guess the plot	Done		Not done	
Debate	Limited	Adequate	Good	Excellent
Participation				
Trial	Limited	Adequate	Good	Excellent
Group work				
Participation				
Project	Limited	Adequate	Good	Excellent
Quality of the bibliography used				
Information included				
Presentation: grammar				
Presentation: fluency				
Presentation: answering questions				
Kahoot	**Grade:**			

Annex 2

NEIGHBORS EVERYWHERE

MARY
Mary is Peter's wife. They are a married couple in their fifties. They are always complaining about everything.

PETER
Peter is Mary's wife. They are a married couple in their fifties. They are always complaining about everything.

HANNAH
Hannah is a 25 year-old student that lives with her friend Lisa. They like inviting their friends on Friday nights.

LISA
Lisa is a 25 year-old student that lives with her friend Hannah. They like inviting their friends on Friday nights.

JOHN
John is a 43 year-old man that lives alone with his pet, a German Shepherd. Everytime he leaves the house the dog starts barking and continues for 10 minutes.

LUCY
Lucy is a single mother that lives with her son Dan. Dan is five years old and loves playing everywhere.

DAN
Lucy is a single mother that lives with her son Dan. Dan is five years old and loves playing everywhere.

BETH

Beth is a very old widow that lives alone although a carer visists her everyday to help her around the house and give her the medicines.

PAUL

Paul is an old widower that lives with his parrot who loves to talk. He receives family visits almost everyday.

SUSIE

Susie is a teenager that lives with her parents and her sister with whom she usually argues. She shouts and plays loud music when she is angry.

LEO

Leo and Tina are a young married couple that live with their recently born baby. As all babies, she cries and does not let her parents sleep well at night.

TINA

Tina and Leo are a young married couple that live with their recently born baby. As all babies, she cries and does not let her parents sleep well at night.

Annex 3

<u>RULES</u>

Blue and green-eyed students

- You can choose where to sit.

- You can go to the toilet whenever you need to.

- You can take things from the brown-eyed students.

- You should not talk to the brown-eyed students.

- You cannot work in the same group as brown-eyed students.

Brown-eyed students

- You can only be in the delimited area.

- You cannot go to the toilet.

- If the blue or green-eyed students ask for anything, you should give it to them.

- You cannot ask questions.

- You cannot talk to the blue and green-eyed students unless directly addressed.

- You have to be silent most of the time. Loud noises could be punishable.

- You cannot work in the same group as green and blue-eyed students.

Annex 4

<u>VOCABULARY AND DEFINITIONS</u>

Vocabulary cards

AFRIKAANS		ACUTE
	BEDLAM	CONVICION
KAFFIR	CHAOS	TIRADE
BOGEYMAN	RUEFULLY	COMMODITY
DIVINITY	TIN	
PERPETRATE		

Definition cards

A language that is related to Dutch and is spoken in South Africa.
An offensive word for a black African.
An imaginary evil person who harms children.
A god or goddess.
To commit a crime or a violent or harmful act.
A noisy situation with no order.
A state of total confusion with no order.
In a way that shows that you are feeling sorry and wishing that something had not happened.
A closed metal container in which food is sold.
If a bad situation is like that, it causes severe problems or damage.
A strong opinion or belief.
A long, angry speech expressing strong disapproval.
A substance or product that can be traded, bought or sold.

Definitions extracted from: https://dictionary.cambridge.org/es/

Annex 5

<u>TABOO WORDS</u>

AFRIKAANS
- Language
- Dutch
- Speak

CHAOS
- confusion
- order
- disaster

KAFFIR
- language
- Dutch
- speak

RUEFULLY
- sorry
- happen
- manner

BOGEYMAN
- evil
- children
- imaginary

TIN
- metal
- container
- food

DIVINITY
- god
- power
- goddess

ACUTE
- situation
- problems
- damage

PERPETRATE
- crime
- commit
- act

CONVICTION
- strong
- opinion
- belief

BEDLAM
- situation
- chaos
- noisy

TIRADE
- long
- angry
- speech

COMMODITY
- product
- bought
- sold

Annex 6

<u>MY DARLINGS</u>

To Zenani and Zindzi Mandela, his middle and youngest daughters, 4 February 1969

My Darlings,

The nice letter by Zindzi reached me safely, and I was indeed very glad to know that she is now in Standard 2. When Mummy came to see me last December, she told me that both of you had passed your examinations and that Zeni was now in Standard 3. I now know that Kgatho and Maki have also passed. It pleases me very much to see that all my children are doing well.

I hope that you will do even better at the end of the year. I was happy to learn that Zeni can cook chips, rice, meat, and many other things. I am looking forward to the day when I will be able to enjoy all that she cooks.

Zindzi says her heart is sore because I am not at home and wants to know when I will come back. I do not know, my darlings, when I will return. You will remember that in the letter I wrote in 1966, I told you that the white judge said I should stay in jail for the rest of my life.

It may be long before I come back; it may be soon. Nobody knows when it will be, not even the judge who said I should be kept here. But I am certain that one day I will be back at home to live in happiness with you until the end of my days.

Do not worry about me now. I am happy, well and full of strength and hope. The only thing I long for is you, but whenever I feel lonely I look at your photo which is always in front of me. It has a white frame with a black margin. It is a lovely photo. For the last two years I have been asking Mummy to send me a group photo with Zindzi, Zeni, Maki, Kgatho, Nomfundo [Mandela's niece] and Kazeka. But up to now I have not received it. The photo will make me even more happy than I am at the present moment.

Many thanks for the wonderful Christmas cards you sent me. Apart from yours, I received one from Kgatho and another from Mummy. I hope you received more.

Mummy visits me two or three times a year. She also arranges for Kgatho and others to see me. Father Long of the Roman Catholic Church, St Patrick, Mowbray, Cape Town, still visits me once a month. In addition, I am allowed to receive and write one letter every month. All these things keep me happy and hopeful.

Please pass my fondest regard to Father Borelli and tell the Mother Superior that I am greatly indebted to her and all the sisters there for the help and guidance they are giving you. Perhaps someday I may be able in some small way to return this kindness.

In December 1965 I received a letter from Zeni in which she also asked me to come back home, just as Zindzi says in hers. The English was good and the handwriting clear. But I was completely surprised to get one from Zindzi. Her English was also good and the writing was just as clear. You are doing well, my darlings. Keep it up.

With lots and lots of love and a million kisses.

Affectionately,

Tata

Annex 7

FYLER

Image extracted from:

https://www.independent.co.uk/arts-entertainment/books/features/nelson-mandela-letters-prison-robben-island-apartheid-civil-rights-racism-a8449961.html