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**Universidad de Valladolid**

**Facultad de Filosofía y Letras**

**Máster en Profesor de Educación Secundaria Obligatoria y  
Bachillerato, Formación Profesional y Enseñanza de Idiomas**

**THE USE OF ROALD DAHL'S SHORT  
STORIES AS TEACHING RESOURCES IN THE  
FOREIGN LANGUAGE CLASS**

**TRABAJO FIN DE MÁSTER**

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**CURSO: 2022-2023**

## **Abstract**

The following thesis presents a proposal for the introduction of young adult's literature into the first foreign language class (English). Throughout this dissertation, a theoretical framework is provided, in which the different definitions of literature and the various benefits that literature can bring to second language learning are presented. Also, the approaches that can be applied and the use of literature in language learning and more specifically, the role of young adult's literature in the English classroom are explained. In addition, a didactic proposal based on Roald Dahl's short stories is presented; it is applicable to 3<sup>rd</sup> of ESO throughout the implementation of some activities during the academic year and, to finish, the realization of a final project. The aim of this dissertation is to demonstrate that it is possible to introduce literature in the foreign language classroom and that students can become interested in literature while learning the language.

**Keywords:** literature, Roald Dahl, didactic proposal, English, short story

## **Resumen**

En el siguiente Trabajo Fin de Máster se presenta una propuesta para la introducción de la literatura juvenil en el aula de primera lengua extranjera (inglés). A lo largo de esta disertación se puede encontrar una fundamentación teórica donde se exponen las diferentes definiciones para el termino literatura, los beneficios que tiene la literatura en el aprendizaje de una segunda lengua., así como los enfoques que se pueden dar y el uso de la literatura en el aprendizaje de un idioma y más específicamente, el rol de la literatura juvenil en el aula de inglés. Además, se plantea una propuesta literaria basada en las historias cortas de Roald Dahl, aplicable a una clase de 3º de la ESO mediante la realización de unas actividades durante el curso escolar y para finalizar, la realización de un proyecto final. A través de este TFM se pretende demostrar que es posible introducir la literatura en el aula de lengua extranjera y que los alumnos se puedan interesar por la literatura a la vez que adquieren el idioma.

**Palabras clave:** literatura, Roald Dahl, propuesta didáctica, inglés, historia corta.

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## 1. INTRODUCTION

Literature plays a fundamental role in our lives. And not only literature is known for being something to entertain and have a good time enjoying reading and transporting us to other places, but literature has always been closely linked to education. Thanks to the use of literature as an educational resource in the classroom, students can benefit from it because it provides multiple advantages such as learning a wider vocabulary, new grammatical structures, broadening their cultural information, as well as encouraging their interest in reading.

Therefore, this paper aims to demonstrate the multiple benefits of literature in the teaching of English as well as to develop a didactic proposal through Roald Dahl's short stories. The objectives of this dissertation are:

- Design a didactic proposal based on Roald Dahl's short stories, one per term, to introduce students to literature.
- To demonstrate the relevance of using literature in the foreign language classroom by identifying its benefits and different pedagogical approaches.
- To develop different educational resources for the introduction of literature in the foreign language classroom through various short stories by Roald Dahl.

This dissertation is divided into two parts. The first part presents the theoretical framework, and the second part develops the didactic proposal through Roald Dahl's short stories.

The theoretical framework starts by explaining the multiple definitions of literature and its use in the English language classroom. We will also discuss the benefits of literature in language learning and the approaches that can be used in the classroom. Finally, the role of young adult's literature in English learning and the role of literature in the new Spanish educational law are explained.

In addition, in the development of the didactic proposal through Roald Dahl's short stories, the sessions will be presented through the implementation of multiple activities that help students to understand and reflect on the short stories they have read.

## 2. THEORETICAL FRAMEWORK

In this section of the paper, a bibliographic review will be conducted in order to provide information on certain aspects of literature in relation to education, such as the multiple definition for the term, the use of literature in the teaching of English as a foreign language and its numerous benefits. Later, the different approaches to literature in second language acquisition will be discussed, as well as the important role that children's and young adult literature plays in language teaching. Finally, the importance of literature in the new educational law, LOMLOE, will be assessed.

### 2.1. DEFINITION OF LITERATURE

Before starting with the theoretical framework of this dissertation, it is necessary to clarify what the term literature means, as this is what this dissertation is about. To do so, we will first consult the etymology of the term literature. Literature comes from the Latin word *littera*, which means letters, the use of letters. Next, the term literature will be analyzed from an academic point of view by discussing different dictionary definitions.

According to the Oxford dictionary, literature is “pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.).” According to MacMillan it is “stories, poems, and plays, especially those that are considered to have value as art and not just entertainment.” Cambridge dictionary states that literature is “written artistic works, especially those with a high and lasting artistic value.” And, finally, for Collins dictionary it is, “Novels, plays, and poetry are referred to as literature, especially when they are considered to be good or important.”

Considering these dictionary definitions, it can be concluded that literature is a written piece or work considered to be of great value.

Having seen these dictionary definitions, I would like to show the different definitions proposed by different literary experts.

According to Klarer (2004):

Literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives

such as “aesthetic” or “artistic” to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings. (p.1)

For Hirsch (1978, p.34) “Literature includes any text worthy to be taught to students by teachers of literature, when these texts are not being taught to students in other departments of a school or university”. And finally, McFadden (1978, p.56) states that: “Literature is a canon which consists of those works in language by which a community defines itself through the course of its history. It includes works primarily artistic and also those whose aesthetic qualities are only secondary.”

It is necessary to comment on the differences between the definitions proposed by these different authors, since there is no consensus to define what is considered to be literature. For Klarer, literature is any written work; yet as literature must be viewed as something artistic, texts of everyday use are not considered literature. As McFadden says, writings with a high level of artistic quality and historical significance are regarded as literature. Hirsch, however, goes further and restricts even more what is deemed literature.

Having seen that there is no consensus on the definition of literature, it is necessary to clarify what literature is for the development of this dissertation. The term literature should not be so restrictive as it should be something accessible for everybody. This paper is about literature for young people and more specifically, about the short stories of Roald Dahl. Are these stories considered literature? Yes, because in my opinion, and agreeing with Lazar (1993, p.5) not only the canon is considered literature, since any written work can be literature. Although young adult’s literature is not part of the canon, it has earned a place in literature, as many of the works in this genre not only entertain, but also convey a message. This recognition is largely thanks to Roald Dahl, author of the short stories that will be used in this didactic proposal and author of many novels and stories that have become part of history

## 2.2.THE USE OF LITERATURE IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Is literature used to learn a new language, or do you have to learn a new language to read literature? Literature and second language learning have been linked for many centuries. In the past, language learning focused on reading the classics of literature, due to the

grammar-translation method that predominated in the 19th century. However, this method started to decline in the 1940s, and other methods emerged, such as the audiolingual, communicative, etc. That is why, from the 1940s to the present day, methodologies have changed, and, thanks to the communicative method, literature is more commonly used in language teaching as a resource for language learning, but graded readers, which are mainly based on great works, are privileged over authentic materials.

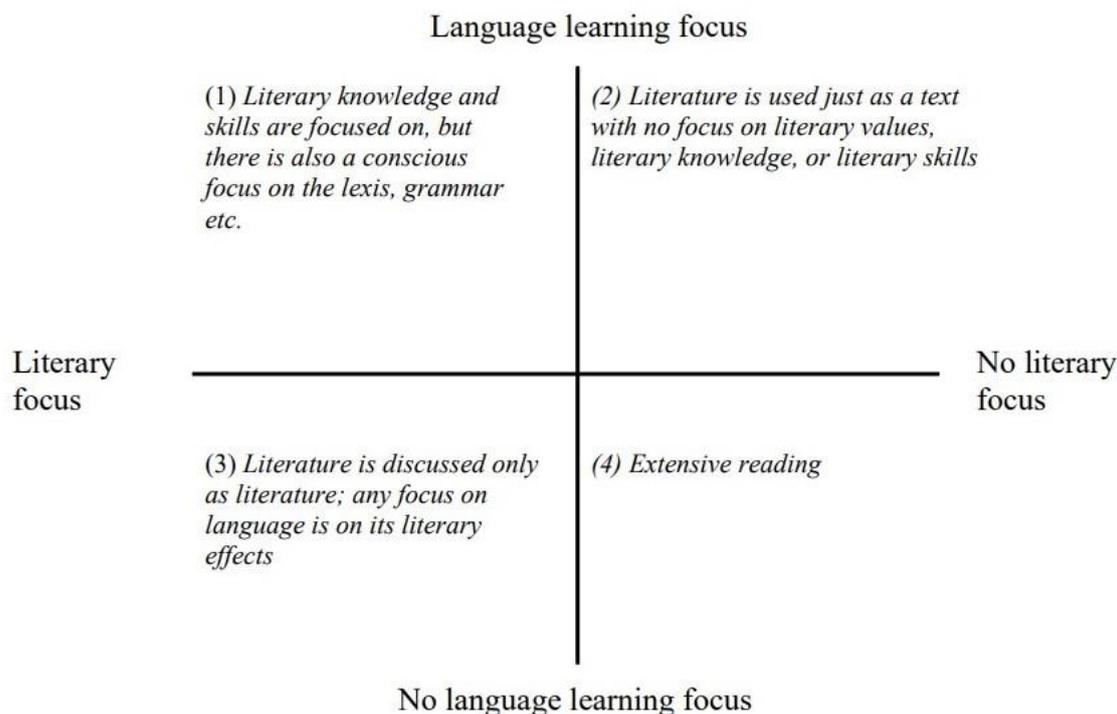


Figure 1: The Intersection of literature and language teaching (Paran, 2008, p. 467)

To follow, we will focus on the classification of Paran (2008), an author who related the use of literature and language teaching. Paran (2008) designed a graph with a vertical axis representing language learning and a horizontal axis representing literature (see figure 1)

The graph is divided into 4 quadrants by the intersection of the two axes: the horizontal axis, which is based on the teaching of literature, and the vertical axis, which focuses on language learning, including grammar and structures.

In the horizontal axis, the further to the left, the more the teaching is based on the literary approach, and the further to the right, the less the teaching is based on the teaching of literature. Similarly, the higher up the vertical axis the more emphasis is placed on

language teaching, and the lower down the axis the less attention is paid to language learning.

The intersection of the two axes, as mentioned above, forms four quadrants, and depending on which quadrant one is in, the learning situation will be different, depending on whether the emphasis is on literature or language learning.

Quadrant 1 is based on language learning and also emphasizes the literary aspect. Quadrant 2 is also based on language learning, and even if literary texts are used, no attention is paid to the literary component. Quadrant 3 is not based on language learning but focuses only on the literary aspect. Finally, quadrant 4 pays no attention to either the literary or the linguistic aspect.

Following Paran's figure described above, it can be seen how literature can have different roles in the foreign language class. It can have a more literary focus or a more language learning focus, or a combination of both. Therefore, when literature is used in the foreign language class, depending on the focus, it will be placed in a quadrant or in another.

In the didactic proposal included in this dissertation, in line with Paran's classification, the activities to be carried out will be located in quadrant 1, since the aim is that through literature students learn the language, but there is also a literary component.

## 2.3.BENEFITS OF LITERATURE IN SECOND LANGUAGE ACQUISITION

The use of literature in second language learning has numerous benefits, not only for the students, but also for the teachers. This type of resource is very varied and can be adapted to the students' preferences and level. In this section, we will focus on the benefits of using literature for teaching English in the classroom.

### 2.3.1. Creativity

To promote and help students to be more creative, teachers can make use of literature, as students will become conscious readers and make them aware of the world around them. In literary texts, vocabulary may be highly figurative and there are many idioms and expressions, which implies that later, in their daily life, they are able to understand ironies and figurative language more easily. However, according to Carter (1987), not all the expressions mean the same in other languages, so second language learners need to understand the meaning of the words and expressions they read in order to reflect and be active and effective learners in their use of the language they are learning. Carter (1997) points out that:

to use in the language class only those types of dialogue that are transparent and transactional and devoid of richness, cultural reference and creativity is to misrepresent what speakers actually do and simultaneously to lose an opportunity for interesting language awareness work of the kind which may be an ideal precursor to enhanced their literary awareness (p. 55)

### 2.3.2. Authenticity

The use of authentic literary texts in the classroom shows readers the reality, as it is not an adaptation. Thanks to this, students can see authentic language, which is very helpful in facing real situations and messages from the “real world”. According to Maley (1989), students are more attracted to authentic literary texts since they leave aside mundane topics and childish vocabulary and focus on more earthly and appealing topics such as death or love, attracting their attention and motivating them.

### 2.3.3. Motivation

The increase in the students’ motivation is closely linked to the use of authentic materials. As previously mentioned, the use of authentic materials attracts students and motivates them to continue reading, catching their attention, something that is very difficult to achieve using prefabricated texts or graded readers. According to Peacock (1997, p. 144), “authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials.” Furthermore, according to Little,

Devitt and Singleton (1989), authentic texts make reading more enjoyable and motivate readers because they are closer to reality.

#### 2.3.4. Active learning

In accord with McRae (1991), using literature in language teaching actively engages learners and makes them work in an efficient manner. Literary texts are more complex than those found in textbooks or graded readers, which is why literature becomes a kind of challenge and makes students feel involved asking questions, making predictions, trying to guess the ending. However, what really matters when reading a text is not what the text itself actually states, but the interpretation given by the reader, as each person may interpret it differently. Rodger (1983) states:

The words on the paper remain mere words on paper until a reader actively engages with them as intelligently and as sensitively as his knowledge of life and his command of the language will allow (...) The reader has to reconstruct or re-create his own version of what the author hopes to convey by means of language. (p.46)

#### 2.3.5. Language Skills

Literature is a valuable tool for learning new vocabulary and improving students' language skills. By reading literary works, students can be exposed to a wide variety of words and expressions that they may not have seen before. Reading literature can also be useful in improving students' grammar and syntax. By reading, students can effectively learn the correct use of grammatical structures and punctuation. But it is also very useful for the development of basic traditional skills. The benefits of literature for these macro-skills are developed below.

- Reading

It is obvious that through literature students will improve their reading comprehension. However, students initially focus on what is literally stated in the text, identifying characters, context and plot. Once students fully understand what is literally stated, they are able to infer meanings, get ideas, read between the lines, etc.

- Writing

Literature is a motivational source that can stimulate students' interest and passion for writing. By engaging in writing, students can encourage their creativity and develop valuable skills that enable them to express their thoughts and feelings clearly and effectively.

- Speaking and Listening

Finally, literature can be a valuable resource for developing essential skills such as listening and speaking. Teachers can incorporate audio or reading excerpts from the text to provide students the opportunity to practice their listening comprehension. Alternatively encouraging students to read aloud can improve both their speaking and listening abilities. Various activities, such as role-playing and improvisation can be employed to enhance these skills further. Overall, literature can serve as an effective tool for developing and refining these fundamental abilities.

### 2.3.6. Learning new cultures

Another of the benefits of using literature in second language acquisition is the tolerance and learning of a new culture presented in the texts. According to McKay (1982, p. 531) “an examination of a foreign culture through literature may increase their understanding of that culture and perhaps spur their own creation of imaginative works”. In addition, through literature, students learn that there are other people who are different from them, but that does not mean that they are worse, they are different. This is what McKay refers to as “a greater tolerance for cultural differences” (1982, p. 531).

### 2.3.7. Critical thinking

Literature is a great resource for students to reflect on what they read and to develop their critical thinking. Langer (1997) states:

Literature can be a particularly inviting way for students to reflect on their lives, their learning, and their language (...) When students read literature, "horizons of possibility" come to mind, moving them to reflect on and interpret ideas at hand;

students raise questions, recognize problems, seek causes and solutions, and make connections (p. 607).

Students reflect on what they read, compare their interpretations with those of their classmates, give free rein to their creativity since in literature there is no single correct answer, but rather the important issue is to reflect on the different possible options.

## 2.4. APPROACHES TO THE USE OF LITERATURE IN SECOND LANGUAGE ACQUISITION

There are many authors who have spoken and presented their theories and their own approaches to the use of literature in the classroom, but, we are going to focus on the classification made by Lazar (1993), who distinguishes three types of approaches to literature in the classroom, the first being Language-Based Approach, the second being Literature as Content, and the last being Literature for Personal Enrichment.

### 2.4.1. Language-Based Approach

This type of approach is based on the study of the language used in the literary text, so that both literature and language are integrated. This approach focuses mainly on the students' detailed analysis of the language and syntax used in the literary texts they read, so that they can interpret, understand, and evaluate the text, making use of their previous knowledge of grammatical categories, lexis, discourse categories... This approach helps them to improve their proficiency and use of the foreign language.

This approach requires learners to examine the linguistic evidence in the text to get an idea of what is being discussed, as learners have to develop their own analysis and interpretations using analytical tools. This approach helps students to improve their level of English in a significant way as they are exposed to new grammatical features and vocabulary that they did not know before, as well as revising expressions and structures that they already knew. Finally, and to sum up, the main reason why literature should be included in foreign language teaching is that through literature, students improve their ability for expression and comprehension of the English language.

However, this approach can also have disadvantages: for example, if the analysis of the texts read in class is only from a linguistic point of view and there is no room for personal and cultural analysis of the text, this approach can become tedious and demotivating for learners, as it would be very mechanical. Moreover, if no attention is paid to the other aspects of the texts, students may not understand what they are reading.

#### 2.4.2. Literature as Content

According to Lazar, this is the most traditional approach. As the name suggests, it focuses on the content of the text and it is the teacher who chooses the topic of the text depending on what he/she wants to teach, since there are different areas such as history, politics or literary genres, and students have to analyze and interpret the different types of texts. Thanks to this approach, students can improve their language skills as they have to analyze different texts, although this is not the main objective of this approach as the aim is to understand what is said in the text and its main ideas, which means that students may not use the foreign language but their mother tongue to talk about the text.

The main advantage of this approach is students can read different authentic materials that they have to analyze and understand, and this is further reinforced by the context given by the teacher, so they will be able to expand their learning in the different areas of knowledge

On the contrary, this approach is not suitable and valid for all types of students but would only be effective for a minority of students who are attracted to literature, the "literary-minded students", because the level may be too complex and not everyone can understand such texts, resulting in unmotivated and overwhelmed students and leading to a lack of interest in literature in general. This kind of approach can lead to an increased workload for the teacher, because if the students do not understand the text, they cannot participate in the proposed activities and force the teacher to explain what the text is about and to solve the different doubts that the students may have. Moreover, if the students do not understand the text they are reading, this would mean that the teacher would have to use the mother tongue for most of the class in order to understand what the text is about.

This approach, it may help to improve students' language skills, but this is not its main objective. This approach is therefore not the most appropriate one for the teaching

of a second language, as it only focuses on literature and considers language learning as secondary.

### 2.4.3. Literature for Personal Enrichment

This is the last approach proposed by Lazar (1993). In this approach, literature is used to get students to express their point of view, their personal experiences, their opinions, their feelings, etc., so that they become involved in the class and take an active part in activities and group work, such as class discussions about the text. Thanks to this approach, students feel more integrated and motivated, which means they acquire English in a better way. In order to achieve this, the teacher should select the texts to be read according to the students' interests, because if texts related to their interests are selected, class participation will be enhanced, and learning will be more meaningful.

The main advantage of this type of approach is that the reader not only expresses their knowledge, but also expresses his personal opinions and ideas through the use of the foreign language. This helps the student as it makes them more motivated to share their own opinions.

Nevertheless, some students do not know how to express their own opinion without first understanding the text, and many literary texts are very far from the students' own experience, so that they have nothing to react or comment on. Or, more directly, the students does not feel comfortable enough to express their personal opinion on the subject matter of the text, which makes them feel uncomfortable in the class.

## 2.5.THE ROLE OF CHILDREN'S AND YOUNG ADULT LITERATURE IN LANGUAGE TEACHING

Having seen the importance of literature in the language classroom, the different benefits it has and the different approaches it can take, what is the best literary genre to use in the language classroom? According to Santolini and Wagner (2004), many English teachers want their students to read real literary works, so they use great authors such as Shakespeare or Jane Austen in their classes. In other words, they want their students, who are not used to reading literature, let alone in English, to become great lovers of classic

English literature. According to Christenbury (2000), language teachers choose texts based on their own tastes and experiences, without considering that teenagers may find such texts too complex and far removed from their own personal experiences, leading to a rejection of literature on the part of the students. Many teenagers do not enjoy the great literary classics because they do not understand them and according to Gallo (2001):

The classics are not about TEENAGE concerns! They are about ADULT issues. Moreover, they were written for EDUCATED adults who had their LEISURE time to read them. They were also, not incidentally, written to be ENJOYED – not DISSECTED, not ANALYZED and certainly, not TESTED. (p. 34)

However, many teachers continue to use the great literary classics in the English class, but Santolini and Wagner (2004) wonder why teachers continue using this type of literature and not literature for young learners. According to Salvner (2000, as cited in Santolini and Wagner, 2004) there are three main reasons why teachers do not want to use youth literature. The first reason is that these types of texts are not taught to be attention-worthy for language students, the second reason is that English teachers fear wasting time by attempting to incorporate the reading of young adult literature to their classes. And finally, these texts are not permitted in instructor's guides.

Diana Mitchell (2002, as cited in Santolini and Wegner, 2004) argues that many of the recurring themes in classic literature, such as death, love, racism and others, are also addressed in youth literature, albeit in ways that are more accessible to young readers. In fact, the simplicity of the plot and the closeness of the characters make it easier for students to identify with them, creating greater empathy and connection with the reading. For this reason, youth literature is a valuable tool for promoting reading and developing literary skills in young people.

Another important aspect is that because the stories are simpler, students feel less pressure to read and comment on the text. In this sense, youth literature can encourage students' active participation in discussing and analyzing the work, as they feel more confident and comfortable in expressing their opinions and views on the issues raised. In addition to the fact that the stories are simpler, the topics covered are closer to the students' interests and they can relate more closely to their experiences.

In short, youth literature not only offers an accessible and attractive alternative for young people to start reading, but can also be an effective tool to encourage their active and critical participation in the analysis and discussion of literary works.

## 2.6. LITERATURE IN LOMLOE

With the enactment of the Ley Orgánica 3/2020, of 29 December, known as LOMLOE, the Ley Orgánica 2/2006 of 3 May, is modified, derogating LOMCE, an educational law that was implemented in 2013. This law modifies all levels of education, from early education to Bachillerato. The dispositions of this law have been applied gradually and it is expected to fully implemented in the academic year 2023/2024.

In this dissertation we are going to focus on the *Decreto 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León* and the importance given to literature in the subject of Foreign Language and the role that the curriculum assigns to literature in Foreign Language teaching.

The Foreign Language subject develops the key competences, and specifically, in the competence in cultural awareness and expression, great importance is given to the cultural and artistic diversity of English speaking countries, being literature an aspect that is integrated in this key competence:

En la materia se aborda el reconocimiento, comprensión y aprecio de la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera contribuyendo directamente al desarrollo de esta competencia, y a la autoexpresión y al enriquecimiento intercultural. (p. 49248)

In addition, in specific competence 6, which focuses on cultural and artistic linguistic diversity through foreign language, literature is also given a very important role in the subject of English in both 6.1 and 6.2.

6.2. Aceptar la diversidad lingüística, literaria, cultural y artística propia de países donde se habla la lengua extranjera, reconociéndola como fuente de enriquecimiento personal y mostrando interés por compartir elementos culturales y lingüísticos que fomenten la sostenibilidad y la democracia. (p.49257)

6.3 Aplicar, de forma guiada, estrategias para explicar y apreciar la diversidad lingüística, literaria, cultural y artística, atendiendo a valores democráticos y respetando el principio de igualdad. (p.49257)

Finally, the contents of the English language subject are divided into three parts and both the communication part and the intercultural part talk about the importance of literature.

In the communication part, which is based on what is necessary to be able to communicate, i.e. comprehension, expression, mediation, etc., it is stated:

- “Lecturas graduadas de textos literarios o de temática adecuada a la edad del alumnado como fuente de enriquecimiento lingüístico

And in the intercultural part:

- “Lecturas graduadas específicas para el aprendizaje de la lengua extranjera o basadas en obras literarias significativas que reflejen la idiosincrasia y la cultura de los países y territorios donde se habla.”
- “Estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores democráticos.”

With the introduction of this new educational law, great attention and importance is given to cultural aspects and especially, literature, the subject we are focusing on.

Historically, the teaching of a foreign language has evolved. However, thanks to the new educational law, LOMLOE, there has been a change in the focus of the approach to language teaching and, as it can be seen, great emphasis is given to the cultural and artistic linguistic diversity.

Thanks to these new measures adopted by the new education law and the introduction of literature in foreign language teaching, students can learn new vocabulary, grammatical structures, and expressions through the exposure to and reading of texts in the foreign language. Moreover, culture, is also a new fundamental pillar in language learning, and through this new law and literature, students can learn about different cultures and their characteristics, as well as appreciate and respect new cultures different from their own.

### 3. DIDACTIC PROPOSAL THROUGH LITERATURE

#### 3.1. INTRODUCTION

Through the implementation of this educational proposal, the aim is to demonstrate the benefits and the possibility of using authentic literary texts in the foreign language class through a different short story by Roald Dahl per term. The stories to be used are in the first term “Skin”, in the second term “The Sound Machine” and finally, in the third term “My Lady Love, My Dove”.

The decision to use young adult literature in the class is based on the multiple benefits it has for the students, as it can be seen previously in the theoretical framework. In addition, these types of stories promote student’s motivation and the development of their language skills. Roald Dahl’s stories make it easier for students to enjoy reading, because once they start reading, they cannot put it down until they finish, because his stories captivate the reader. That is why he has become the most popular writer in children’s and young adult’s literature.

Recently, young adult literature has gained a lot of popularity and has many readers, both young people and adults. There are many bestselling books in the genre, such as the *Harry Potter* saga, *The Hunger Games* trilogy, *Twilight*, and many others. In addition, thanks to the new digital platforms, many of these books are being brought to the big screen and turned into blockbuster films.

Reading among teenagers is currently in sharp decline. According to the annual report on reading habits carried out by the Spanish Federation of Publishers’ Guilds (2023), teenagers are reading less and less, and books are losing ground to social networks, video games and the Internet. Reading no longer attracts young people’s attention and they see compulsory reading in schools as a punishment because it is not related to their interests, which reduces their motivation and leads to a rejection of reading. Therefore, it was decided to use a different short story per term so that the reading does not take too long, and they can enjoy it without becoming bored. In addition, the short stories are taken from the book *Skin and Other Stories* which means that all the short stories to be read have a surprising ending, which motivates the student and makes them see reading as something to be enjoyed.

### 3.2.JUSTIFICATION

Roald Dahl is one of the most famous writers of children's literature, with many short stories and novels, such as *Charlie and the Chocolate Factory*, *Matilda* or *The Enormous Cocodrile*, known to all being made into films that have become very well known and appreciated by young and adult audiences.

Considering that many students are familiar with Roald Dahl's stories without really knowing the author since they have seen or read the numerous adaptations, it is necessary for students to get to know and learn about Roald Dahl's world. It may be positive that students already know this world and the style and characteristics of his characters. But it is also positive that they do not know the short stories that they are going to read so that each of them surprises and amuses them, as this is the main purpose, that they enjoy reading and through the world of Roald Dahl is a very good opportunity.

The short stories to be read have been carefully selected after having read many short stories by Roald Dahl. I finally decided to choose "Skin", "The Sound Machine" and "My Lady Love, My Dove" from the book *Skin and Other Stories*. These stories are the perfect length for a group of third of ESO students, they have a wide variety of themes, and they are representative of what is Dahl's universe. In the first term they will be reading about a man who has a tattoo of a work of art on his back. In the second term a man who can hear plants through a machine he has created, and finally, in the third term a couple who want to cheat another by playing cards. The topics covered are varied and fit with the age maturity of the students as well as being interesting and appealing to them as, despite being children's and young adult literature, they can find the stories appropriate for their age.

Another reason for choosing these short stories by Roald Dahl is due to a recent controversy. The digital platform Netflix bought the rights of all Roald Dahl's short stories and books in 2021 to create new content and new series and films based on his stories. However, a year and a half after its purchase, Netflix promised to modernize these stories to the modern times in which we are living so that all children can enjoy them.

Nevertheless, the books were already being rewritten before the Netflix purchase, and the publishing house Puffin Book, which belongs to Penguin Books, is the first to edit these books with the help of Inclusive Minds, as Roald Dahl has been accused of being a misogynist. Most of the changes deal with the vocabulary used. The word ugly has been

eliminated, the adjective fat has been replaced, the Oompa Loompas are now gender-neutral, etc.

These changes have caused a stir and have not been well received by the public, as the essence of the author is lost. It has also been said that this reissue is an attack on freedom of expression. For this reason, it is important for students to reflect on the vocabulary used and the ideas presented and to create their own opinions since they need to create their own thinking on the subject and know that there was an earlier time when the vocabulary and behavior was very different because there was not so much awareness of what can be considered offensive. It is therefore important that students read original texts, because if stories are changed, students will not be reading Roald Dahl and it is necessary that they read the stories as the author wrote them so that readers have their own criteria and ability to read critically.

### 3.3.CONTEXT AND TEMPORALIZATION

The didactic proposal to be developed in this Master Dissertation related to Roald Dahl's short stories can be developed in any school. It is not a proposal aimed specifically at a particular school, but rather any school can use it since it does not require special equipment and has not been conceived considering a specific group of students in mind.

However, it is intended for a group of third year of ESO, since the students already have a certain intellectual maturity and a more complete linguistic register, which helps them understand the stories better and enjoy them more.

The proposal will be established in the foreign language subject throughout an academic year. It will consist of 3fifty-minute sessions and the stories will be read in class to make sure the students read them and if there are any doubts they can be solved. The first session will be a preparatory session to start reading with some pre-reading activities. Then, the stories will be read in class and finally, there will be two post-reading sessions. At the end of the three terms and once the stories have been read and understood, a final project will be carried out by students, which will include the three stories. The project will consist of the students becoming actors and directors since they will have to create their own adaptations of the stories they have read.

### 3.4.OBJECTIVES

This section presents the different objectives, both general and specific, to be achieved through the use of Roald Dahl's short stories as teaching resources in the foreign language class.

#### 3.4.1. General objectives

The use of the different Roald Dahl's short stories in the foreign language class has the following general objectives, as proposed in the Real Decreto 217/2022:

- b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the efficient performance of learning tasks and as a means of personal development.
- g) To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative, and the ability to learn to learn, plan, make decisions and take responsibility.
- i) Understand and express themselves in one or more foreign languages in an appropriate manner.

#### 3.4.2. Specific objectives

- To stimulate the students' interest in literature and to encourage them to enjoy and appreciate it.
- To improve oral and written expression skills.
- Promote collaborative work among students so that they can learn together.
- Encourage critical thinking, stimulate their ability to analyze and reflect on the ideas proposed in the texts and to express their personal opinions.
- Motivate students through the different activities proposed so that they can actively participate in class.

### 3.5.APPROACH AND METHODOLOGY

#### 3.5.1. Approach

Considering Lazar's (1993) classification of different approaches to literature in the classroom, explained above, this proposal will be included within this classification.

Principally, the approach chosen for this didactic proposal through Roald Dahl's short stories will follow an approach based on literature for personal growth. The reason why we will mainly follow this approach is because we want the students to express their point of view, their personal experiences, their opinions, their feelings. Thanks to this kind of approach, students feel more integrated and motivated to express their opinions and feelings.

In addition to using literature for personal growth approach, the other two approaches proposed by Lazar (1993) will also be followed, but in a more secondary way. By reading these short stories, it is intended that students improve their English proficiency and increase their vocabulary, through the language-based approach.

However, although the three approaches are used, the most important issue is that students express their point of view and opinion on what is being discussed and also develop their oral expression, so the main approach to be taken into account in the proposal is literature for personal enrichment.

### 3.5.2. Methodology

The methodology used in this educational proposal is a task-based methodology. In accordance with Nunan (2004) the main objective of the task-based methodology is to communicate in English between the students and during the realization of the different tasks proposed by the teacher. This methodology is also used because it helps learners feel more relaxed and comfortable speaking in a language different from their mother tongue. Furthermore, priority is given to the use of authentic texts and materials for learning. Thanks to this methodology, students are aware of their learning process and know how they can learn more, what they already know, what they do not, etc...

Another reason why task-based methodology is used is because it is motivating and gratifying for the students. In addition, by carrying out the different tasks proposed by the teacher, the students' interest in the language increases. Moreover, most of the task are done in pairs or groups, which helps them to feel more relaxed and motivated.

## 3.6. SESSIONS

### 3.6.1. Proposal overview

<b>Course/Level: 3 ESO Bilingual, A2 level</b>	
<b>Time</b> This proposal will be held during the whole academic year. A different short story will be read each term and a pre-reading session, and two post reading sessions will be held each term.  The literary proposal consists of 11 sessions of 50 minutes each, three per term, a session to prepare the final project and the last session, dedicated to the visualization and evaluation of the final projects, since the students will have to do a final project at home, in order to give them enough time to complete it.	
<b>Stage objectives</b> <ul style="list-style-type: none"> <li>• b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the efficient performance of learning tasks and as a means of personal development.</li> <li>• g) To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility.</li> <li>• i) Understand and express themselves in one or more foreign languages in an appropriate manner.</li> </ul>	
<b>Key competences:</b> <ul style="list-style-type: none"> <li>• Competence in linguistic communication.</li> <li>• Plurilingual competence.</li> <li>• Digital competence.</li> <li>• Personal, social and learning to learn competence.</li> <li>• Citizen competence.</li> <li>• Entrepreneurial competence .</li> <li>• Competence in cultural awareness and expression.</li> </ul>	<b>Specific competences</b> <b>1, 2, 3, 5 and 6</b>
<b>Contents</b> A→ 1, 3, 4, 11, 14 B→ 1, 2, 3 C→ 1, 4	<b>Achievement criteria</b> <ul style="list-style-type: none"> <li>• 1.1, 1.3</li> <li>• 2.1, 2.2, 2.4</li> <li>• 3.1, 3.3, 3.4</li> <li>• 5.3</li> <li>• 6.2, 6.3</li> </ul>
<b>Learning situation and activities</b>	
<b>Learning situation for all the activities carried out in the didactic unit:</b> The marvelous world of Roald Dahl, a literary proposal.	
<b>Session 1:</b> <ol style="list-style-type: none"> <li>1. Introducing Roald Dahl.</li> <li>2. Reading Journal.</li> <li>3. The art of ink.</li> </ol>	<b>Session 2:</b> <ol style="list-style-type: none"> <li>1. Plickers.</li> <li>2. Reordering the story.</li> <li>3. Behind the ink.</li> <li>4. Literary critics.</li> </ol>
<b>Session 3:</b> <ol style="list-style-type: none"> <li>1. Tattoos.</li> <li>2. Rewrite the ending.</li> <li>3. Role-play.</li> </ol>	<b>Session 4:</b> <ol style="list-style-type: none"> <li>1. Who wants to be millionaire?</li> <li>2. Reading journals.</li> <li>3. Pictionary.</li> </ol>
<b>Session 5:</b> <ol style="list-style-type: none"> <li>1. Posting Post-its.</li> <li>2. Journalist for a day.</li> <li>3. Reading Journal.</li> </ol>	<b>Session 6:</b> <ol style="list-style-type: none"> <li>1. Gymkhana of sounds.</li> </ol>
<b>Session 7:</b> <ol style="list-style-type: none"> <li>1. Vocabulary changes.</li> <li>2. Reading journal.</li> </ol>	<b>Session 8:</b> <ol style="list-style-type: none"> <li>1. Cross-questions.</li> <li>2. Rewriting the end.</li> </ol>

3. Making predictions.	3. Reading Journal.
<b>Session 9:</b> 1. Commenting on the readings. 2. Done deal.	<b>Session 10</b> 1. Final project preparation.
<b>Session 11:</b> 1. 3, 2, 1... Action! 2. Time to assess.	

### 3.6.2. Development of the sessions

Session 1			
<b>Specific competences</b>  <b>1, 2, 3, 6</b>	<b>Achievement criteria</b>  The student:		
<b>Operative descriptors</b>  <b>CCL1, CP1, CP3, CPSAA3, CE3, CCEC2</b>	<ul style="list-style-type: none"> <li>• Understands oral texts on the most important facts about Roald Dahl's biography. <b>(1.1.1)</b></li> <li>• Understands oral texts with the synopsis of the short story. <b>(1.1.2)</b></li> <li>• Uses strategies to answer the questions proposed by the teacher about the video. <b>(1.3.1)</b></li> <li>• Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.1)</b></li> <li>• Describes and expresses his/her opinion orally in class. <b>(2.4.1)</b></li> <li>• Participates and shows initiative in oral discussions. <b>(3.1.1)</b></li> <li>• Shows interest and appreciates Roald Dahl's biography. <b>(6.2.1)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>		
<b>Subject contents</b>  <b>A → 1, 3, 4, 14</b> <b>B → 1</b> <b>C → 1, 4</b>	<b>Transversal contents</b>  As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Digital competence.</li> <li>• Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
<b>Introducing Roald Dahl</b>	<b>1, 6</b>	<b>A → 1, 14</b> <b>C → 1</b>	<b>1.1.1</b> <b>1.3.1</b> <b>6.2.1</b>

<b>Reading Journal</b>	<b>1, 2, 6</b>	<b>A → 4 C → 1</b>	<b>1.1.2 2.2.1 6.2.2</b>
<b>The art of ink</b>	<b>2, 3</b>	<b>A → 3 B → 1 C → 4</b>	<b>2.4.1 3.1.1</b>

## Session 2

<b>Specific competences</b>	<b>Achievement criteria</b>
1, 2, 3, 6	The student:
<b>Operative descriptors</b>	<ul style="list-style-type: none"> <li>• Uses reading comprehension strategies to extract important information from texts. <b>(1.3.2)</b></li> <li>• Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.1)</b></li> <li>• Describes and expresses his/her opinion orally in class. <b>(2.4.1)</b></li> <li>• Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>• Works, collaborates and participates using digital platforms and resources. <b>(3.4.1)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>
CCL1, CCL2 CP1, CP3, CD3, CPSAA3, CCEC2	

<b>Subject contents</b>	<b>Transversal contents</b>
A → 1, 3, 4, 14 B → 1, 2 C → 1	<p>As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Digital competence.</li> <li>• Creativity.</li> </ul>

Learning situation and Activities	Specific competences	Contents	Achievement criteria
<b>Plickers</b>	<b>3</b>	<b>A → 14 C → 1</b>	<b>3.4.1</b>
<b>Reordering the story</b>	<b>1, 3</b>	<b>A → 1 B → 2</b>	<b>1.3.2 3.1.2</b>
<b>Behind the ink</b>	<b>2, 3, 6</b>	<b>A → 3 B → 1 C → 1</b>	<b>2.4.1 3.1.2</b>

			6.2.2
Literary critics	2, 6	A → 4 C → 1	2.2.1 6.2.2

Session 3			
<b>Specific competences</b>  1, 2, 3	<b>Achievement criteria</b>  The student:		
<b>Operative descriptors</b>  CCL1, CP1, CPSAA3, CE3	<ul style="list-style-type: none"> <li>• Exposes and interprets orally the dialogue created in the previous activity. (2.1.1)</li> <li>• Writes in a creative way a new ending for the short story with a coherent structure, using an appropriate register, style and vocabulary. (2.2.2)</li> <li>• Participates, intervenes, and collaborates in the development of the activity. (3.1.2)</li> </ul>		
<b>Subject contents</b>  A → 1, 3, 14 B → 1 C → 1	<b>Transversal contents</b>  As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Creativity.</li> </ul>		
Learning situation and Activities	Specific competences	Contents	Achievement criteria
Tattoers	3	A → 14	3.1.2
Rewrite the ending	2, 3	A → 1 B → 1	2.2.2 3.1.2
Role-play	1, 2, 3	A → 3 B → 1	2.1.1 3.1.2

Session 4			
<b>Specific competences</b>  1, 2, 3, 6	<b>Achievement criteria</b>  The student:		
<b>Operative descriptors</b>  CCL1, CP1, CP3, CD3, CPSAA3, CE3, CCEC2	<ul style="list-style-type: none"> <li>• Understands oral texts with the synopsis of the short story. <b>(1.1.2)</b></li> <li>• Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.1)</b></li> <li>• Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>• Makes him/herself understood and makes short, simple interventions, making use of pauses or repetitions and correcting possible errors. <b>(3.3.1)</b></li> <li>• Works, collaborates and participates using digital platforms and resources. <b>(3.4.1)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>		
<b>Subject contents</b>  A → 4, 14 B → 1 C → 1	<b>Transversal contents</b>  As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Digital competence.</li> <li>• Creativity.</li> </ul>		
Learning situation and Activities	Specific competences	Contents	Achievement criteria
<b>Who wants to be millionaire?</b>	1, 3	A → 14 C → 1	3.4.1
<b>Reading journals</b>	1, 2, 6	A → 4 C → 1	1.1.2 2.2.1 6.2.2
<b>Pictionary</b>	1, 2, 3	B → 1 C → 1	3.1.2 3.3.1

Session 5	
<b>Specific competences</b>  2, 3, 6	<b>Achievement criteria</b>  The student:

<p><b>Operative descriptors</b></p> <p>CCL1, CCL2, CP1, CP3, CPSAA3, CCEC2</p>	<ul style="list-style-type: none"> <li>Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. (2.2.1)</li> <li>Describes and expresses his/her opinion orally in class. (2.4.1)</li> <li>Describes and expresses in written form his/her ideas and opinions about the events occurred. (2.4.2)</li> <li>Participates and shows initiative in oral discussions. (3.1.1)</li> <li>Participates, intervenes, and collaborates in the development of the activity. (3.1.2)</li> <li>Learns and shows interest in Roald Dahl's literature. (6.2.2)</li> </ul>		
<p><b>Subject contents</b></p> <p>A → 1, 4, 11, 14 B → 1 C → 1</p>	<p style="text-align: center;"><b>Transversal contents</b></p> <p>As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following:</p> <ul style="list-style-type: none"> <li>Reading comprehension.</li> <li>Oral and written expression.</li> <li>Audiovisual communication.</li> <li>Creativity.</li> </ul>		
<p><b>Learning situation and Activities</b></p>	<p><b>Specific competences</b></p>	<p><b>Contents</b></p>	<p><b>Achievement criteria</b></p>
<p>Posting Post-its</p>	<p>2, 3, 6</p>	<p>A → 11, 14 B → 1 C → 1</p>	<p>2.4.1 3.1.1 3.1.2 6.2.2</p>
<p>Journalist for a day</p>	<p>2, 3</p>	<p>A → 1, 4 C → 1</p>	<p>2.4.2 3.1.2</p>
<p>Reading Journal</p>	<p>2, 6</p>	<p>A → 4 C → 1</p>	<p>2.2.1 6.2.2</p>

Session 6	
<p><b>Specific competences</b></p> <p>1, 2, 3</p>	<p style="text-align: center;"><b>Achievement criteria</b></p> <p style="text-align: center;">The student:</p> <ul style="list-style-type: none"> <li>Uses reading comprehension strategies to extract important information from texts. (1.3.2)</li> <li>Expresses orally simple texts appropriate to the communicative situation that is being asked for. (2.1.2)</li> <li>Participates, intervenes, and collaborates in the development of the activity. (3.1.2)</li> </ul>
<p><b>Operative descriptors</b></p> <p>CCL1, CCL2, CP1, CPSAA3, CE1, CE3</p>	

<b>Subject contents</b>	<b>Transversal contents</b>		
A → B → C →	As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
Gymkhana of sounds	1, 2, 3	A → 3, 11 B → 1 C → 1	1.3.2 2.1.2 3.1.2

<b>Session 7</b>			
<b>Specific competences</b>	<b>Achievement criteria</b>		
1, 2, 3, 6	The student:		
<b>Operative descriptors</b>	<ul style="list-style-type: none"> <li>• Understands oral texts with the synopsis of the short story. <b>(1.1.2)</b></li> <li>• Uses reading comprehension strategies to extract important information from texts. <b>(1.3.2)</b></li> <li>• Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.1)</b></li> <li>• Describes and expresses his/her opinion orally in class. <b>(2.4.1)</b></li> <li>• Participates and shows initiative in oral discussions. <b>(3.1.1)</b></li> <li>• Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> <li>• Shows respect for the changes made to Roald Dahl's novels. <b>(6.3.1)</b></li> </ul>		
CCL1, CCL2, CP1, CP3, CPSAA3, CC3, CE3			
<b>Subject contents</b>	<b>Transversal contents</b>		
A → 1, 3, 4, 11, 14 B → 1 C → 1	As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>

<b>Vocabulary changes</b>	<b>1, 2, 3, 6</b>	<b>A → 1, 14 B → 1 C → 1</b>	<b>1.3.2 2.4.1 3.1.1 6.3.1</b>
<b>Reading journal</b>	<b>1, 2, 6</b>	<b>A → 1, 4 C → 1</b>	<b>1.1.2 2.2.1 6.2.2</b>
<b>Making predictions</b>	<b>2, 3</b>	<b>A → 3, 11 C → 1</b>	<b>2.4.1 3.1.2</b>

### Session 8

<b>Specific competences</b>	<b>Achievement criteria</b>		
<b>1, 2, 3, 6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Selects and extracts information from the text to create quiz questions. <b>(1.3.3)</b></li> <li>• Writes creatively a Reading journal with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.1)</b></li> <li>• Writes questions of medium length with the information extracted from the text. <b>(2.2.3)</b></li> <li>• Writes creatively a collaborative text with a coherent structure, using appropriate register, style and vocabulary including all the elements and steps suggested by the teacher. <b>(2.2.4)</b></li> <li>• Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>		
<b>Operative descriptors</b>			
<b>CCL1, CCL2, CP1, CP3, CPSAA3, CE3, CCEC2</b>			
<b>Subject contents</b>	<b>Transversal contents</b>		
<b>A → 1, 3, 4, B → 1 C → 1</b>	<p>As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
<b>Cross-questions</b>	<b>1, 2, 3</b>	<b>A → 1, 3 B → 1 C → 1</b>	<b>1.3.3 2.2.3 3.1.2</b>

<b>Rewriting the end</b>	<b>1, 2, 3</b>	<b>A → 4 B → 1 C → 1</b>	<b>2.2.4 3.1.2</b>
<b>Reading Journal</b>	<b>2, 6</b>	<b>A → 4 C → 1</b>	<b>2.2.1 6.2.2</b>

### Session 9

<b>Specific competences</b>	<b>Achievement criteria</b>		
<b>2, 3, 6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• Describes and expresses his/her opinion orally in class. <b>(2.4.1)</b></li> <li>• Describes situations and expresses thoughts orally in a convincing manner. <b>(2.4.3)</b></li> <li>• Participates and shows initiative in oral discussions. <b>(3.1.1)</b></li> <li>• Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>• Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>		
<b>Operative descriptors</b>			
<b>CCL1, CCL2, CP1, CP3, CPSAA3, CE3, CCEC2</b>			
<b>Subject contents</b>	<b>Transversal contents</b>		
<b>A → 1, 4, 11, 14 B → 1 C → 1</b>	<p>As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension.</li> <li>• Oral and written expression.</li> <li>• Audiovisual communication.</li> <li>• Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
<b>Commenting on the readings</b>	<b>2, 3, 6</b>	<b>A → 11, 14 B → 1 C → 1</b>	<b>2.4.1 3.1.1 6.2.2</b>
<b>Done deal</b>	<b>2, 3</b>	<b>A → 1, 4 C → 1</b>	<b>2.4.3 3.1.2</b>

### Session 10

<b>Specific competences</b>	<b>Achievement criteria</b>		
<b>2, 3, 6</b>	<p>The student:</p>		

<b>Operative descriptors</b>  <b>CCL1, CP1, CPSAA3, CE3</b>	<ul style="list-style-type: none"> <li>Writes a script with an accurate length, a clear structure and register adapting to the context necessary to the specific communicative situation. <b>(2.2.5)</b></li> <li>Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>Learns and shows interest in Roald Dahl's literature. <b>(6.2.2)</b></li> </ul>		
<b>Subject contents</b>  <b>A → 1, 4, 11, 14</b> <b>B → 1</b> <b>C → 1</b>	<b>Transversal contents</b>		
	As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Oral and written expression</li> <li>Audiovisual communication,</li> <li>Creativity</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
<b>Final project preparation</b>	<b>2, 3, 6</b>	<b>A → 1, 4</b> <b>B → 1</b> <b>C → 1</b>	<b>2.2.5</b> <b>3.1.2</b> <b>6.2.2</b>

Session 11			
<b>Specific competences</b>  <b>1, 3, 5</b>	<b>Achievement criteria</b>		
<b>Operative descriptors</b>  <b>CCL1, CP1, CPSAA5</b>	The student: <ul style="list-style-type: none"> <li>Understands and extracts the main ideas from the videos of the scenes from Roald Dahl's short stories created by their classmates. <b>(1.1.3)</b></li> <li>Participates, intervenes, and collaborates in the development of the activity. <b>(3.1.2)</b></li> <li>Makes use of the co-evaluation and auto-evaluation. <b>(5.3.1)</b></li> </ul>		
<b>Subject contents</b>  <b>A → 1, 4, 11, 14</b> <b>B → 1</b> <b>C → 1</b>	<b>Transversal contents</b>		
	As established in article 6.5 of Real Decreto 217/2022, of 29th March, the transversal contents to be worked on are the following: <ul style="list-style-type: none"> <li>Reading comprehension.</li> <li>Oral and written expression.</li> <li>Audiovisual communication.</li> <li>Creativity.</li> </ul>		
<b>Learning situation and Activities</b>	<b>Specific competences</b>	<b>Contents</b>	<b>Achievement criteria</b>
<b>3, 2, 1... Action!</b>	<b>1, 3</b>	<b>A → 14</b> <b>C → 1</b>	<b>1.1.3</b> <b>3.1.2</b>

<b>Time to assess</b>	<b>5</b>	<b>B→ 3</b> <b>C→ 1</b>	<b>5.3.1</b>
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### 3.6.3. Development of the activities

<b>Session 1: Activity 1</b>		
<b>Title:</b> Introducing Roald Dahl.	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> Students will be working individually.	<b>Resources:</b> Handout for students with the questions about Roald Dahl's life, computer, projector, whiteboard, speakers, the video about Roald Dahl's life, access to the Internet and pen.	
<b>Linguistic input:</b>		
<p>Good morning students! How are you? Today we are going to start with the first session related to the literature plan that we are going to develop this year. In each term we will read a short story by a very famous author that I am sure you know, or you have seen a film or read a book. Do not worry, you will not have to buy any book, since I will be the one to give you a handout with the story. And we will read the stories here in class all together and out loud.</p> <p>The three terms will follow the same structure, a preparatory session, some sessions to read the story and finally two sessions to discuss and reflect upon the story. Finally, at the end of the third term you will have to carry out a final project, in which you will be directors and actors. That is all I can tell you for now!</p> <p>To begin our class today and our literature project, let's discover the author of the different stories you are going to read this year. If I tell you <i>Matilda</i>, what comes to your mind?</p> <p>Ok... And if I say <i>The Witches</i>? This is the definitive clue, <i>Charlie and the Chocolate Factory</i>. Yes, the film is based on a novel...</p> <p>That's it!!! Roald Dahl is the author of the stories we are going to read!</p> <p>Now, we are going to watch a video about Roald Dahl's life and then answer a few questions and learn more about this wonderful author we are going to read this year. But first, I will give you a handout with some questions you have to answer about his life. So, listen carefully! (<i>The teacher gives a handout with questions to each student</i>)</p> <p>First, read the questions and if you do not understand something, please tell me and I will help you. Ok, now that you are ready, let's watch the video. I will play it three times so no not worry if you do not answer all the questions the first time.</p> <p>(<i>The teacher plays the video two times and students complete the handout with information said in the video</i>)</p> <p>Now that everyone has finished, we will correct it all together (<i>Students take turns to correct the different questions</i>)</p> <p>Well done! Now you know more about Roald Dahl's life, you are ready to read three of his short stories.!</p>		

<b>Session 1: Activity 2</b>
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<b>Title:</b> Reading journals.	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> Students will be working individually.		<b>Resources:</b> Handout for students with the diary sections and pen.
<p><b>Linguistic input:</b></p> <p>Let's continue with the next activity, which is very important since what we are going to do now, we are going to do again in the following terms, since this proposal, although it is divided by terms, it is something continuous throughout the entire course.</p> <p>You are going to do a reading journal. I will give you a handout and you have to complete it with your previous impressions, thoughts, feelings, opinions, etc. for each of the short stories you are going to read.</p> <p>Now, I will give you a handout. Don't panic! I know there are several pages, but you will use this handout the whole course. So, don't throw it away or forget it at home.</p> <p><i>(the teacher distributes the handouts among the students)</i></p> <p>Ok, now that all of you have your reading journal, please, write in the first page your name, so you do not lose it. Alright, now open the second page, there is a blank page, here you have to write the title of the short story you are going to read. You can do it as you want, remember it is your reading journal.</p> <p>In the next page, there is a pre-reading section with some subsections. You are going to complete this section now.</p> <p>Some of you may be wondering how you are going to complete it if you don't know anything about the short story. You don't even know the story you are going to read!</p> <p>The title of the short story you are going to read is Skin. So that you can complete the first section of your reading journal, I am going to read you the synopsis of the story.</p> <p><i>(The teacher reads the synopsis of Skin to the students)</i></p> <p>Now, you have to complete the different subsections of the pre-reading section. You have to write your predictions about the story, what the title suggests, and which are the possible themes.</p> <p>Remember that a reading journal is something personal in which you can express your ideas and thoughts. There are no right or wrong answers. Feel free to write whatever you want.</p> <p>You can start writing now!</p> <p><i>(Students complete their reading journal and the teacher goes around solving possible doubts and correcting some grammatical mistakes the students may have)</i></p>		

<b>Session 1: Activity 3</b>		
<b>Title:</b> The art of ink	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 10 minutes.
<b>Classroom management:</b> The whole class works all together.		<b>Resources:</b> Computer, projector, digital whiteboard and a slide with the different questions for discussion.
<p><b>Linguistic input:</b></p> <p>To finish our lesson, let's talk about the main topic of the short story we are going to start reading in the</p>		

next class: Tattoos.

*(Possible questions for discussion)*

- Do you like tattoos?
- Do you have any tattoos? If not, would you like to get one?
- What tattoo would you do and where would get it?
- Is there anyone in your family who has tattoos?
- Would you tattoo your boyfriend/girlfriend's name?
- How much do you think a tattoo costs?
- What do you think about face tattoos?
- What is your opinion of people who are completely tattooed?
- Is it necessary for a tattoo to have meaning?

Well done!!! Now we are ready to read Skin!

This is all for today. See you in the next lesson in which we will start reading.

See you tomorrow! Bye.

## Session 2: Activity 1

<b>Title:</b> Plickers.	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working individually.	<b>Resources:</b> Handout for students with a QR code to play, computer, projector, whiteboard, speakers, access to the Internet and a mobile phone to scan the QR codes.	
<b>Linguistic input:</b>  Hello students! Now that we have finished reading Skin, we are going to do some activities in this session and in the following one.  I hope you enjoyed the story. Now, let's check what you remember from the story, let's play Plickers!  Have you ever played Plickers? I will explain you how to play. It is a kind of Kahoot, but you don't need mobile phones or computers.  Each of you is assigned a number and that number corresponds to a QR code. In the whiteboard I will open the Plickers app, and I will show you the numbers and you will come to my desk to take that QR code.  <i>(The teacher opens Plickers in the computer and shows the list with the students and their number. All of them take their QR code from the teacher desk)</i>  As you can see, in your paper with the QR code there is a letter on each side of the QR. Each of these letters corresponds to an answer and depending on the position in which you put the paper you will have chosen one or another answer.  The questions and answers will be displayed on the whiteboard and if for example you think that option B is the correct answer you will have to rotate your QR code with the letter B pointing upwards and with my mobile phone I will scan all your answers.  There are 10 questions, some are more difficult than others just to check how much you remember.		

If there are no questions and everything is clear, let's get started!

*(Students answer the questions with their QR code and the teacher scans the codes and at the end of every question shows the correct answer and the ranking)*

Session 2: Activity 2		
<b>Title:</b> Reordering the story.	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 5 minutes.
<b>Classroom management:</b> Students will work in small groups of 3 or in pairs and then the whole class will work all together.		<b>Resources:</b> Small fragments of paper with sentences extracted from the story.
<b>Linguistic input:</b>		
<p>All right, now that you have remembered the story and some details about it, I need you to sit in pairs or small groups of three for the next activity.</p> <p><i>(Students form pairs or small groups)</i></p> <p>I am going to give you some small fragments of paper with some sentences extracted from the text. In your group you have to order them in order to reorganize the story. But be careful, because maybe you have extra fragments, or you are missing fragments.</p> <p>Once you have ordered the fragments that you have, you have to discuss with the other groups to complete your part of the story and together with the other groups you have to sort the different fragments and complete the story.</p> <p>Now that everything is clear, I will give some fragments to each group or pair. Ok, now that all of you have the fragments you can start now ordering them.</p> <p><i>(Students order the fragments in their groups)</i></p> <p>Now that you have ordered the fragments that you have, it is time to discuss with the order groups to complete the story all together.</p> <p><i>(The students all together arrange the fragments to form the complete story)</i></p> <p>Well done students!!! I see that you perfectly remember the story that you have read!</p>		

Session 2: Activity 3		
<b>Title:</b> Behind the ink.	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> The whole class works all together.		<b>Resources:</b> The short story
<b>Linguistic input:</b>		
<p>Now that I see that you remember the plot of the story we have read, let's see if you have understood it in depth. We are going to have a small debate or discussion in which I want you all to participate.</p>		

Don't be afraid to say what you think because all points of view are correct.

You will be working individually since your opinions are only yours, but you can rely on the opinions of your colleagues, discuss what they say, give a different point of view, say whether you agree or disagree with them...

You can use the text to give examples of your opinion, search for information...

Let's begin discussing. I will ask you some questions and you have to give your opinion and as I have previously said, you can agree or disagree with your peers, but always arguing your point of view respectfully.

So, now that everything is clear, let's start discussing!

*(Possible questions for discussion)*

- The story goes about a man with a tattoo on his back, what do you think are the main themes of the story?
- Why do you think the tattoo is so important?
- Imagine you are Drioli, would you sell your tattoo?
- What do think really happened to Drioli?

Well done!! You are all experts!

Session 2: Activity 4		
<b>Title:</b> Literary critics.	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working individually.		<b>Resources:</b> Their reading journals
<b>Linguistic input:</b>  In these last 10 minutes, I need you to take out of you backpack or folder your reading journals that I gave you in which you wrote your previous impressions of the story before reading.  <i>(Students take out their reading journals)</i>  Perfect! Now that you all have your reading journal on the table, open it to page 3. Here you can see a section after reading the short story. In this section you have to write how your impressions have changed after reading it, whether you liked the story or no and finally you have to write a short review of the story as if you were literary critics. In that review you can write about whether you recommend the story or not, if it has surprised you, it was easy to read and understand or on the contrary it was a bit difficult, if you have enjoyed reading it, etc.  Remember, it is YOUR reading journal, you can write whatever you want. These are some examples that you may or may not include.  So, if you are ready, you can start writing!  <i>(Students write in their reading journals)</i>  Ok students, the class is over. You have done a great job today!! If you have not finished your reading journal, please, finish it at home.		

One more thing, for the next class I need you to bring crayons and markers for an activity we will do that I'm sure you will like very much

See you in next class! Have a wonderful day!

**Session 3: Activity 1**

<b>Title:</b> Tattoos	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 10 minutes.
<b>Classroom management:</b> Students will be working in groups of 3.		<b>Resources:</b> Paper, pen, pencil, eraser, color markers and crayons
<b>Linguistic input:</b>		
<p>Good morning students!! How are you today? Are you ready for our last class about Skin? I'm sure you will love today's class, it's totally different from what we have been doing.</p> <p>Have you brought your crayons and your markers?</p> <p>I need you to get in groups of 3. Come on! Quickly!</p> <p><i>(Students form groups of 3)</i></p> <p>Okay, now that you are in groups of 3, I need you to get out your markers, the crayons and a sheet of paper.</p> <p>Can anyone imagine what we are going to do to start today's class?</p> <p><i>(Students debate about today's first activity)</i></p> <p>Yes! That's it! You are going to draw and paint Drioli's tattoo. Show your artistic skills and draw something beautiful. Imagine you are tattooers.</p> <p><i>(Students draw and color Drioli's tattoo)</i></p> <p>Oh wow!!! You are wonderful artists!!</p> <p>Please, keep these drawings because you will need them for the next activity.</p>		

**Session 3: Activity 2**

<b>Title:</b> Rewrite the ending	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working in the same groups of 3.		<b>Resources:</b> Paper, pen, the tattoo they have drawn and the short story.
<b>Linguistic input:</b>		
<p>Ok, now that you have your tattoos, and you are in groups of three I need you to take out the short story and open the last page. We are going to read again the end of the story.</p>		

Is there anyone who would like to read?

*(Students take turns to read the end of the short story)*

Perfect, thank you guys! Now that you perfectly remember the end of the story, you have to recreate the ending.

Look at the text, you have to write the time lapse between the last and the penultimate paragraph. You have to imagine and write what happened to Drioli when he left with the man with the glove. You can use the final paragraph or invent a new ending, that is up to you.

Your ending must be around 100 words and you can write whatever you want and however you want, it is your own ending.

Remember, if you have any question I will go through the groups, and you can ask me any questions you may have.

Is everything clear? Then, you can start now!

*(Students write their own endings)*

Great job guys!! I have been going through all groups and reading your endings, and I have to say that they are amazing, you have done an amazing job!

### Session 3: Activity 3

**Title:**

Role-play

**Type:**

Wrap-up activity.

**Temporalization:**

25 minutes.

**Classroom management:**

Students will be working in the same groups of 3.

**Resources:**

The alternative ending and the tattoo they have drawn.

**Linguistic input:**

Now in our remaining class time you have to become actors and with your tattoo and the alternative ending you have created; you have to act it out.

You are going to fill the space of the class and rehearse your alternative ending and in the last 10 minutes you are going to do out in groups to the front of the class and show it to the rest of the class. Once all of you have performed, a voting will take place to decide which is the most original and the one you liked the most. But you will have a hard time to choose, because all the endings are fantastic!

Come on, spread out in the classroom and start rehearsing your alternative ending. When there are 10 minutes left, I will let you know.

But be careful, watch the time and do not exceed a minute and a half!

So, come on, take your tattoo your alternative ending and start rehearsing!

*(Students rehearse their alternative ending)*

Hey students! Only ten minutes left, and you already know what it means! It is time to act!

Who wants to be the first group to go to the front of the class to perform your alternative ending?

*(All groups go out to perform in front of their peers)*

Wow!! I am amazed, what imaginative minds!!! Now, you have a hard job voting because all of you have been fantastic!

Now is your time to vote for your favorite alternative ending!

*(Students vote for their favorite alternative ending)*

Congratulations to the winners!!!!

And with this we have finished the part of the proposal related to the first term. In the next term we will follow the same plan but with a new short story also by Roald Dahl.

I hope you liked the short story and the activities we have been doing.

Have a nice day and see you in the next class!!

**Session 4: Activity 1**

<b>Title:</b> Who wants to be millionaire?	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 20 minutes.
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<b>Classroom management:</b> The class will be divided into 5 groups	<b>Resources:</b> Computer, projector, whiteboard, speakers, access to the Internet and four cards with letters A to D for them to pick up when they have to answer.
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**Linguistic input:**

Good morning, guys! How are you today? I hope you are ready to start with the second part of our literary proposal based on Roald Dahl.

Before I tell you the title of the short story, we are going to read this term, we are going to play a mini game. To start today's class, we are going to play Who wants to be Millionaire.

Top lay I need you to form 5 groups. Come on! Quickly we have to play!

*(Students form and place themselves in 5 groups to start playing)*

I guess you all know how to play Who wants to be Millionaire, but, just in case you do not know, I will explain it to you. I am going to give you four cards and each of them has a letter from A to D. On the screen 12 questions will be projected and each of them has 4 possible answers that are assigned to a letter.

You will have a minute to discuss the answer among you team members and raise the card with the letter you think corresponds to the correct answer.

All the questions are related to the same topic: curiosities about Roald Dahl. Some of them appeared in the video we watched last term and others you will have to use your intuition.

I need a member of each group to come to my desk and get the four cards while I turn on the computer and play the game.

*(Students take the four cards and the teacher turns on and opens the game on the computer to play.)*

Now that you are ready, let's play!

*(Possible questions to play)*

- How many words did Roald Dahl invent?
- Where did he write most of his books?
- Roald Dahl participated in World War II as...?
- What was the first book written by Roald Dahl?
- When was Roald Dahl born?
- What did Roald Dahl do after every meal?
- Which is not a Roald Dahl story?
- How many languages has Charlie and the Chocolate Factory been translated into?
- What did Roald Dahl write his stories with?

Well done guys! You are such experts on Roald Dahl's life!

Session 4: Activity 2		
<b>Title:</b> Reading journals.	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working individually.		<b>Resources:</b> Handout for students with the diary sections and pen.
<b>Linguistic input:</b>		
<p>The time has come to discover the short story we are going to read this term.</p> <p>But, before that, take out your reading journal because you have to write the second part with your first impressions, you have to make the cover, etc.</p> <p>The story we are going to read is The Sound Machine and now, when you write the title, I am going to read some random sentences taken from the story so that you can write your first impressions, your predictions, what the title suggests, and which are the possible themes.</p> <p><i>(The teacher reads some random sentences taken from the story.)</i></p> <p>Okay, now that you know what the story is about, you can start writing your Reading journals.</p>		

Session 4: Activity 3		
<b>Title:</b> Pictionary	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> The whole class works all together.		<b>Resources:</b> Blackboard and some words from the short story.
<b>Linguistic input:</b>		
<p>To finish our lesson, let's play something I am sure you will love! Let's play Pictionary!</p> <p>I have selected some words from the text and have printed them out, cut them out and folded them. You will go out one by one to the board, take a piece of paper, look at the word and try to draw it as well as you can. The rest of the class has to guess what it is</p> <p><i>(Students go out one by one at a time and draw on the board what is written on the paper they have chosen.)</i></p>		

Well done!!! Now we are ready to read The Sound Machine!

This is all for today. See you in the next lesson in which we will start reading.

See you tomorrow! Bye.

Session 5: Activity 1		
<b>Title:</b> Posting post-its	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> The whole class works all together.		<b>Resources:</b> Post-it of different colors, pen and blackboard
<b>Linguistic input:</b>  Good morning, guys!  How are you today? I hope you are looking forward to work.  Did you like the story of the Sound Machine? I hope so. I love it, I think it is a very entertaining story.  To start today's class, we are going to analyze the short story and discuss about it all together. To do this I am going to give you post-its of different colors.  <i>(The teacher hands out yellow, green, pink, and blue post-its to all the students)</i>  Now that you all have your post-its, I am going to explain what the activity we are going to do is about.  Each color corresponds to an aspect of the story. For example, pink will be the characters. Blue is going to be the themes that can be found in the play. Green is the plot and finally yellow is the language that Roald Dahl uses in the story.  We are going to analyze these aspects one by one and for this you have to write on the post.it a word or some words that define what you think and stick it on the board. Then, we are going to read everything, and we are going to reflect and discuss about it.  If everything is clear, let's get started!  <i>(The teacher makes a circle on the board and writer "characters" on it)</i>  Write on the Pink post-it everything you can think of related to the characters in the story.  <i>(Students write on the pink post-it and stick them on the board around the circle drawn by the teacher)</i>  Wow, look at all the post-its you have written! Now let's see what you have written and analyze it.  <i>(The teacher reads the post-its and the students, with the teacher's help, explain and analyze all the characteristics they have written)</i>  That's great! Let's continue with the topics and the blue post-it.  <i>(The students write on the post-its and stick them in the circles that the teacher draws on the blackboard with all the aspects that they want to analyze and then they analyze them together. This is done with all the colors until the blackboard is completely filled)</i>		

Great job, guys! You have done a great job! WE have filled the whole board, there is no more room to put any more post-its!

Congratulations!

Session 5: Activity 2		
<b>Title:</b> Journalists for a day	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> Students will be working in pairs.		<b>Resources:</b> Pen, paper and the short story.
<b>Linguistic input:</b>		
<p>In this second activity I need you to sit in pairs. You are going to be journalists for a day.</p> <p><i>(Students get into pairs)</i></p> <p>Alright, now that you are in pairs you are going to be journalists. One is going to be the journalist and the other is going to be the interviewee. The interviewee can be Dr. Scott, a plant, Mrs Sounders, or even a neighbor who does not appear in the story. You have to make up a conversation for a newspaper article saying what you think about Klausner and his sound machine. You have to be original and put yourself in the shoes of a real journalist and the character you are going to be.</p> <p>You have to write it as if it were a real newspaper interview.</p> <p>Once you have written it, you will read it to the rest of the class to see what interviews you have created.</p> <p>If there is no doubt, you can start your interviews.</p> <p><i>(Students in pairs start writing their interviews)</i></p> <p>Guys, I see you all are almost done and there are 5 minutes left, so it is time for you to read your interviews. Who wants to start?</p> <p><i>(Students read their interviews out loud for their peers)</i></p>		

Session 5: Activity 3		
<b>Title:</b> Reading journals.	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 10 minutes.
<b>Classroom management:</b> Students will be working individually.		<b>Resources:</b> Pen, their reading journals and the short story.
<b>Linguistic input:</b>		
<p>Hey guys! To finish today's class, do you know what we are going to do?</p> <p>That's it!! The reading journal!</p> <p>Come on! Get out your reading journal and you already know what to do, don't you?</p> <p>In case you don't remember what you have to do, I will explain it again.</p>		

Now that you all have your reading journal on the table, open it to page 5.

Here is the section after reading. And as you did in the previous term, you have to state whether your opinions of the story have changed and whether you liked it or not and finally you have to write a short review of the story.

Remember, in that review you can write about whether you recommend the story or not, if it has surprised you, it was easy to read and understand or on the contrary it was a bit difficult, if you have enjoyed reading it, etc.

The same as you did in the previous term. You can use the one you did with the previous short story and use it as a guide.

*(Students write in their reading journals)*

Ok students, the class is over. You have done a great job today!!

If you have not finished your reading journal, please, finish it at home.

For the next class we are going to do something totally different and that you will love for sure!

See you in next class! Have a wonderful day!

### Session 6: Activity 1

<b>Title:</b> Gymkhana of sounds.	<b>Type:</b> Main activity.	<b>Temporalization:</b> 50 minutes.
<b>Classroom management:</b> Students will be working in 4 groups.	<b>Resources:</b> Tables, pen, the instructions for each stage, different objects to create the sound machine, a handout with the riddles, a handout with the questions and four envelopes with words inside	
<b>Linguistic input:</b>  Good morning, guys!! Today's class is totally different since we won't be in class. Today's class will take place in the playground, and I have prepared something that I'm sure you will love.  <i>(Student and teacher go down to the playground together)</i>  All right, now that we are all in the playground, I'm sure you don't know what we are doing here. Well, today we are going to do a gymkhana! The gymkhana of sounds!  But, before starting to play it is necessary that I explain it before so that you know what to do in each stage of the gymkhana.  You are going to play in groups, and I need you to form 4 groups. Each group will be in a stage, and I will tell you when you have to go to the next one. At the end you will have passed all the stages. For each stage passed I will give you an envelope for a final stage. Each one has a duration of 7 minutes and when you finish you have to demonstrate it to me so I can give you a pass and give you the envelope. But what does each stage consist of? Well, let's see it  For example, in the first stage you have to create a TV commercial. You will be actors and all the members of the group have to make up a one-minute commercial in which you advertise Klausner's sound machine. You have to make me want to buy it. Let's see how good salesmen you are!  In the second stage, you see a table with a lot of objects on it. You have to build a sound machine. There are		

a lot of pieces, you can use them all or select just the ones you want. Once you have built your machine, you must explain to me how it works. With your group, you have to think and discuss the best way to build a machine and its functioning.

In the third stage you have to prove everything you know. You have to answer all the questions on the paper with the information you remember about Roald Dahl and the short story we have read this term. Let's see how good your memory is.

Finally, in the last stage there are 3 riddles related to the short story we have read this term. You have to discuss with your group the possible solutions you think they might be. Think and reflect to come up with a solution for the riddles.

As I have said before, you need to pass each stage to get the envelopes you need for the final stage.

I will explain the final stage later when you have the 4 envelopes.

Now, put each group in a different stage and let's get started!

After 7 minutes an alarm will sound, and you have to show me what you have done. Be careful! Keep an eye on the time, it goes very fast!

If you are ready, the gymkhana of sounds starts in 3, 2, 1... Now!

*(Each group goes to a stage and after seven minutes they show what they have done to the teacher so that he can give the envelope and they can go to the next stage and get more envelopes. They go through all the stages and all the groups have their 4 envelopes)*

Well done!! Now that you all have the 4 envelopes, when I say so you have to open them. In each envelope there are some words, and you have to put them together all the words in the envelopes to form a sentence. The group that first forms the sentence correctly will be the winner of or gymkhana of sounds!

You can open your envelopes now!

*(Students discuss with their groups the correct order of the words to form the sentence until a groups finishes)*

Guys!! We have the winners!!! Congratulations!!!

I hope you liked the gymkhana and see you in next class! Have a nice day!

### Session 7: Activity 1

<b>Title:</b> Vocabulary changes	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> The whole class works all together.		<b>Resources:</b> A news article about the vocabulary changes in Roald Dahl's stories.
<b>Linguistic input:</b>  Good morning students! How are you? I hope you are ready to start with the third and last part of our literary proposal based on Roald Dahl.  As the previous times, before getting into the story, we are going to know a little bit more about Roald Dahl. This time we are not going to know anything more about his biography, but we are going to focus on a controversy that has arisen recently.		

Does anyone know what I'm talking about?

*(Students do not answer)*

So that you know what I am talking about, I'm going to hand out this news article that recently appeared in the newspapers. It is about a change in the vocabulary used by Roald Dahl because some collectives now consider it offensive and therefore want to modernize it.

*(Students and the teacher read the news article)*

Now that we have read the article, I would like to know your opinion since we have already read several Roald Dahl stories. Have you thought at any time when reading them that they may be offensive to anyone?

*(Students discuss the article and some questions proposed by the teacher.)*

*Some questions that may be asked are:*

- Do you think the words that have been changed are offensive?
- What do you think of the change?
- Do you think that words that are from another era should be changed to adapt them to more modern times?

### Session 7: Activity 2

<b>Title:</b> Reading journal.	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working individually.		<b>Resources:</b> Their reading journal and pen.
<b>Linguistic input:</b>  The time has come to discover the story we are going to read this term.  But before that, take out your reading journals, you have to fill in the third part with your first impressions, you have to make the cover...  The short story we are going to read is My Lady Love, My Dove. This term I am going to read the first page of the story.  <i>(The teacher reads the first page of the story)</i>  Okay, now that you know what the story is about, you can start writing your reading journals.		

### Session 7: Activity 3

<b>Title:</b> Making predictions	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> Students will be working in groups of 5		<b>Resources:</b> Images that represent the short story, pen and paper

**Linguistic input:**

Guys, to end today's class I'm going to hand out some images. These images are taken from the short story we are going to read in the following sessions. They are out of order.

First, you have to form groups of 5

*(Students get into groups of 5 and the teacher hands out an envelope with the pictures inside)*

Nos that you are sitting with your group, and you have the envelope with the pictures, you are going open it and looking at all the picture you have to try to guess and predict the story you are going to read. You can make one prediction or as many as you think of.

Once you have the predictions I will go through the groups, and you will explain to me the predictions you have come up with.

*(Students discuss with the group and place the images to make predictions. Once they have made their predictions, the teacher goes through the groups to listen their predictions)*

You can dedicate yourselves to write stories because you have an incredible imagination, although some of you have been absolutely right! Tomorrow you will start reding and find out if your predictions were correct.

For the next class we are going to start reading My Lady Love, My Dove.

See you in next class! Have a wonderful day!

### Session 8: Activity 1

**Title:**

Cross-questions

**Type:**

Warm-up activity.

**Temporalization:**

15 minutes.

**Classroom management:**

Students will be working in pairs

**Resources:**

Paper, a pen and the short story.

**Linguistic input:**

Good morning, guys! How are you doing? Did you like the story? It's very surprising, I am sure no one expected that ending!

To start our session, I need you to get in airs and take out the story we have read this term.

*(Students get in pairs and take out the short story)*

Very well! This term instead of me asking you questions, you are going to have to come up with the questions yourselves. You have to look at the story and come up with 6 quiz questions. They can be true/false or multiple choice, whatever you want.

One you have your 6 questions; you will put two pairs together and ask each other the questions you have created to see how many they can get right.

So, come on, search the text for your questions!

*(Students in pairs work out questions)*

All right, now that you all have your questions, it's time to find a couple to face each other. You have to prove that you are experts!

## Session 8: Activity 2

<b>Title:</b> Rewriting the end	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 25 minutes.
<b>Classroom management:</b> Students will be working 4 groups	<b>Resources:</b> Pen, paper and the short story	
<b>Linguistic input:</b> <p>Now, for the second activity of the class you are going to work in 4 large groups and stand in a circle. I'm sure you will love this activity.</p> <p>You are going to become Roald Dahl. You will need the story you have read this term and since the ending is so open ended, you have to give it a final.</p> <p>Each group is going to start writing their ending of the story. No more than 3 lines and every 5 minutes an alarm will sound and you will have to pass your story to the group on the right. The next group will be in charge of continuing the story and so on until you get back the story you started. Once you have your story, you will read it out loud to see what wonderful stories you have created.</p> <p>Let's all read the end of the story together so you can remember it and come up with something to start writing the ending.</p> <p><i>(Students and teacher read the last page of the story to remember the ending so they can start writing)</i></p> <p>Okay, now that you remember the ending, you can start discussing with your group the ending you want to give to the story to start writing.</p> <p><i>(Students with their group discuss and start writing the ending they want to give to the story)</i></p> <p>Hey guys, stop writing now! The alarm is sounding and that means that you have to pass your ending to the group on the right and continue writing the story you have received.</p> <p>The new 5 minutes start now!</p> <p><i>(Students write 3 lines on all the stories until they get their story back)</i></p> <p>Alright, I think we have done 4 rotations, so you have received the ending you started writing. Now it's time for you to read them out loud and let's see the endings you have created together. Let's see what crazy things have come out!</p>		

## Session 8: Activity 3

<b>Title:</b> Reading journal	<b>Type:</b> Reinforcement activity.	<b>Temporalization:</b> 10 minutes.
<b>Classroom management:</b> Students will be working individually.	<b>Resources:</b> Paper, pen and the reading journal.	
<b>Linguistic input:</b> <p>Ok guys, to end today's class you are going to finish with the reading journals.</p> <p>You already know what to do.</p>		

In case you don't remember what you have to do, I will explain it again.

Now that you all have your reading journals on the table, open it in page 8.

Here is the section after reading. And as you did in the previous term, you have to state whether your opinions of the story have changed and whether you liked it or not and finally you have to write a short review of the story.

Remember, in that review you can write about whether you recommend the story or not, if it has surprised you, it was easy to read and understand or on the contrary it was a bit difficult, if you have enjoyed reading it, etc.

The same as you did in the previous term. You can use the one you did with the previous short story and use it as a guide.

*(Students write in their reading journals)*

Ok students, the class is over. You have done a great job today!!

If you have not finished your reading journal, please, finish it at home.

See you in next class! Have a wonderful day!

### Session 9: Activity 1

<b>Title:</b> Commenting on the readings	<b>Type:</b> Warm-up activity.	<b>Temporalization:</b> 20 minutes.
<b>Classroom management:</b> The whole class works all together		<b>Resources:</b> No resources needed
<b>Linguistic input:</b> Good morning, guys! Are you ready to work? I hope so, because you are going to like a lot the activities I have thought for today. To start today's class, I would like you to tell me your impressions and opinions about the short stories we have read this year. Let me know if you liked them, if you prefer to read something different, if you would have changed anything... I would like you all to participate so that I can get a general opinion of the class. To start the discussion, did you like Roald Dahl stories or would you have chosen something different? Did you find them funny and surprising? <i>(Students answer and give their opinions)</i> Okay, and regarding the vocabulary, the length... Did you find it very difficult to read and understand? <i>(Students answer and give their opinions)</i> I see. And finally, did you like this plan of a short story per term, or do you prefer a single novel throughout the year? <i>(Students answer and give their opinions)</i>		

If you want to say any comments, suggestions, complaints... Whatever you can think of about the stories we have read in general, it is the perfect moment to say it.

*(The students give their point of view and thoughts on the literary plan that has been developed throughout the course)*

Well, thank you very much, guys!! All these comments are a great help, and I will take them into account to continue improving!

**Session 9: Activity 2**

<b>Title:</b>	<b>Type:</b>	<b>Temporalization:</b>
Done deal	Main activity.	30 minutes.

<b>Classroom management:</b>	<b>Resources:</b>
Students will be working in pairs	Two boxes and fake bills

**Linguistic input:**

Guys, to finish today’s class and before starting tomorrow with the final projects, we are going to play Done Deal. An what’s Done Deal? Well, I’ll explain it to you now.

In Roald Dahl’s story, Mr. and Mrs. Snape are professional card players, and they cheat their opponents to win money. Well, that’s what you have to do, cheat your peers to win the money.

I’ll explain in more detail how to play, because by your faces, you are looking forward to it! Well, you are going to play in pairs, and you will face another couple, just like the story where Mr. and Mrs. Snape played against Arthur and Pamela. Two boxes will be placed on the table and only one pair can look what is inside. One box will be empty and the other one will have the money. Relax! The bills are taken from the Monopoly game.

As I have said, one box is empty and the other will have the money, and only one couple will be able to look at what is inside and in two minutes of negotiation, they have to try to cheat the other couple, since the couple that does not see what is inside the boxes is the one in charge of choosing which box they want guided by their intuition and how well the other couple lies.

This game is about negotiating, the couples that look at the boxes have to know how to lie very well and negotiate. While the couples who choose the box do not have to be fooled and choose well.

You will play twice against the same couple. First you will look inside the boxes and then you will choose the box. In other words, you will play in both positions. Once you have played both positions, you will look for another couple to play.

*(Students get into pairs and negotiate with other pairs to keep the money box. Once they have played both positions, they look for another pair to play again)*

You guys are great negotiators! You did great!

Tomorrow you will start with the final project and I will explain to you what it consists of and what you will have to do

See you tomorrow, have a nice day!

## Session 10: Activity 1

<b>Title:</b> Final project preparation.	<b>Type:</b> Main activity.	<b>Temporalization:</b> 50 minutes.
<b>Classroom management:</b> Students will be working in pairs	<b>Resources:</b> Pen, paper, the short stories and a sheet with the instructions for the final project	
<b>Linguistic input:</b> <p>Good morning, guys!</p> <p>Today we are going to dedicate the whole class to explain and prepare the final project.</p> <p>In the beginning when you didn't know anything about Roald Dahl, many of you knew him because of the movies that have been created based on his novels. Many of his novels and short stories have been made into movies and have become a success.</p> <p>Well, that is what you are going to do in the final project, you have to take the short stories we have read during the whole course to the big screen!</p> <p>You have to create a movie script and then film it. You can use a scene from the short story or create a completely new scene that you invent.</p> <p>The videos must have a maximum length of 5 minutes and a minimum of 3 minutes. That is to say, they can be shorts or single scenes. You have total freedom of creation, give free rein to your imagination!</p> <p>Don't worry, you are not going to do it individually. I need you to form 6 groups.</p> <p><i>(Students form 6 groups)</i></p> <p>Okay, now that you are with your group, it is time to distribute the short stories so you can start thinking about the script. To make sure there are no problems, the short stories are going to be distributed randomly. Since there are 6 groups and 3 short stories, each story will be represented by 2 groups. I have here a bag with 6 numbers to draw. The first 2 numbers drawn will have to work with Skin, the next two numbers will work with The Sound Machine and finally the last 2 numbers will work with My Lady love, My Dove.</p> <p><i>(The groups and the short stories are drawn)</i></p> <p>All right, now, before you get to work, let's finish explaining the project.</p> <p>Now, here in class you are going to create the script. You have to write it in script format, as if it was a movie script. Remember, you can use a scene from the short story and adapt it or create a whole new scene. The script must have a maximum of 175 and a minimum of 125 words.</p> <p>Today's class, as I said, you are going to work on the creation of the script. But the video recording you have to do it at home. You have 15 days to deliver the video and the script to me via Teams. I think that is enough time.</p> <p>Okay, I am going to hand out a sheet with the instructions that I have explained in class about the project so that you can keep them in mind and now you can start working with your group on the script you are going to create!</p>		

### Session 11: Activity 1

<b>Title:</b> 3, 2, 1... Action!	<b>Type:</b> Main activity.	<b>Temporalization:</b> 35 minutes.
<b>Classroom management:</b> Students will be working in 6 groups.	<b>Resources:</b> Computer, projector, digital whiteboard and a USb with the videos the students have uploaded to Teams previously.	
<b>Linguistic input:</b> Good morning, guys!!! Finally, the day to watch your videos has come! Let's see your acting and editing skills! As there were 6 groups, each short story is represented by two different groups. As the first short story we read was Skin, I think we can follow the same order. Start with the groups that have done Skin, The Sound Machine and finally My Lady Love, My Dove. Remember that you could represent a scene from the short story or you could invent a totally new scene. So that we can perfectly watch your videos, let's pull down all the blinds, turn off the lights and get ready to watch your masterpieces! <i>(Students pull down the blinds and get ready to watch the videos of their peers)</i> Perfect! Now that we are all ready, let's start watching the videos. As I said before, we are going to start with the videos dealing with Skin. <i>(Students and teacher watch the videos all together)</i> Oh wow! I loved them all! I can tell you are experts in the world of Roald Dahl!		

### Session 11: Activity 1

<b>Title:</b> Time to assess	<b>Type:</b> Wrap-up activity.	<b>Temporalization:</b> 15 minutes.
<b>Classroom management:</b> Students will be working individually.	<b>Resources:</b> A sheet for co- and auto-evaluation handed out by the teacher	
<b>Linguistic input:</b> Alright guys, now that we have watched the videos and to finish with the session and the literary proposal it's time for the evaluation. Soon I will give you the comments and grade of your final project via Teams, but I need you to help me. You are going to help me with your grades and for that you are going to evaluate the work of your classmates and also your own work. You are going to do what is called a co-evaluation and auto-evaluation. First, we are going to do the co-evaluation. That is, you have to evaluate the work of the other 5 groups. In each sheet you will have to score from 1 to 10, being 10 the highest mark, the different aspects that appear. You will also have to write a comment in which you write the positive aspects and the aspects to improve.		

Finally, you will have to give a final grade to each group. Now, I am going to give a sheet for the co-evaluation, and you have to complete it as I have explained you.

*(The teacher hands out the sheets with the co-evaluation and the students individually complete it)*

Very well, now that you have already done the co-evaluation, it is time for you to do the auto-evaluation. That is, you evaluate yourselves and the work you have done.

You have to do the same, rate yourselves from 1 to 10 in each aspect that is on the sheet and write a comment with positive aspects and the aspects you need to improve. Finally, you have to write the grade you would give yourself for the work you have done.

*The teacher hands out the auto-evaluation sheets. Once everyone has finishes, the teacher collects both, the auto and co-evaluation.)*

Okay, guys, so now we have finished with this literary proposal. I hope you liked it, that you learned a lot about the wonderful world of Roald Dahl and above all that you had a good time working with literature. Thank you very much to all of you.

### 3.7.EVALUATION

In this section, the evaluation process will be described in detail.

Students will be evaluated in two ways: through direct observation by the teacher during the sessions and through a rubric in the final project.

The first type of evaluation, known as continuous evaluation, will be carried out during the pre- and post-reading sessions, as well as during the sessions dedicated to the reading of the short stories. As direct observation can be somewhat subjective, the teacher will make use of an application called ClassDojo in which the teacher can keep track of each student. In this application, each student has a profile and an avatar and consists of students gaining points through homework completion, participation, attitude, etc. However, points can also be removed due to possible lack of respect, not bringing homework or material, poor participation, negative attitude, etc. In addition, students can see the number of points they have accumulated, which encourages participation and good work in class, to win more points. Thanks to this application, the teacher can graphically observe the number and percentage of positive and negative points and give a grade accordingly.

The continuous evaluation has a maximum value of a point in which daily work, participation, use of English in oral interactions, teamwork, and respect for the opinions of classmates will be evaluated.

The other type of evaluation focuses only in the final project. The written script and the video will be evaluated by means of a rubric. As it is group work, the members of the same group, unless there is a case in which a member does not participate in the realization of the final project, will get the same grade. The written script has a maximum value of 0.4 and the video 0.4. the remaining 0.2 belongs to the auto- and co-evaluation carried out by the students. Finally, a maximum of 1 point can be obtained through the completion of the final project.

The rubrics and auto- and co-evaluation documents can be found in the appendix.

#### 4. CONCLUSION

Literature is a fundamental pillar in our lives, and we cannot conceive a life without it, since we are told fairy tales when we are children and as we grow up, we read and get to know the great literary classics and the genres we like to have a good time reading a book. However, the role of literature has come to occupy a secondary role in our lives as indicated earlier in this dissertation, but, in the educational field, literature seems to have a place only in the subject of Spanish Language and in a compulsory way.

Throughout this dissertation we have tried to demonstrate through the theoretical framework why literature is a resource with multiple benefits not only for foreign language learning, but also to promote critical thinking, creativity, autonomy, etc. among many others, such as motivation, a key factor for students to feel attracted and want to learn more about literature.

With this dissertation, in addition to demonstrating the importance and multiple benefits that literature offers, we also present a didactic proposal with all kinds of activities that can be attractive and entertaining for the students while they approach literature and go from seeing it as something obligatory to something to enjoy and have fun with.

That is why literature, and considering the aims of this dissertation, young adult literature is considered a great choice to use in the foreign language classroom. However, authentic materials are hardly used in the foreign language class; rather, the scarce literature that is used are graded readers. Nevertheless, looking at the proposal designed, it can be seen how it is possible to use authentic materials during the academic years in a playful and entertaining way while learning the foreign language at the same time.

In conclusion, literature and especially, young adult's literature can be a perfect resource for students to learn the language while having fun and enjoying reading.

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## 6. APPENDIX

### 6.1. Appendix 1: Evaluation

- **CO-EVALUATION**

<b>FINAL PROJECT CO-EVALUATION</b>						
<p>This is a co-evaluation; you have to evaluate the work that your classmates have done in the final project.</p> <p>Punctuate each item from 1-10 to the work of your classmates in the project. Being 1 the lowest mark and 10 the highest.</p> <p>Then, write a comment in which you reflect the aspects they need to improve and the positive aspects.</p> <p>Finally, write a final mark you would give to the different teams according to the work they have done in the project.</p>						
	<b>Originality</b>	<b>Use of time</b>	<b>Group participation (all the members participate)</b>	<b>Correct use of grammar and intelligibility</b>	<b>FINAL MARK</b>	
<b>Group:</b>						
Positive aspects and negative aspects						
<b>Group:</b>						
Positive aspects and negative aspects						
<b>Group:</b>						
Positive aspects and negative aspects						

<b>Group:</b>					
Positive aspects and negative aspects					
<b>Group:</b>					
Positive aspects and negative aspects					

- **AUTO-EVALUATION**

<b>FINAL PROJECT AUTO EVALUATION</b>	
<p>This is an auto evaluation; you have to evaluate the work you have done in the development of the Unit and in the final project.</p> <p>Punctuate each item from 1-10 of your work in the project. Being 1 the lowest mark and 10 the highest.</p> <p>Then, write a comment in which you reflect the aspects you need to improve and the positive aspects.</p> <p>Finally, write a final mark you would give to yourself according to the work you have done in the project.</p>	
<b>ASPECTS TO THINK ABOUT</b>	<b>1-10</b>
I have worked hard to learn, and I have integrated the knowledge we have seen in class.	
I have listened, commented, and respected the ideas proposed by my peers in the activities carried on in the unit and in the realization of the final project.	
I have improved my oral and written production with the activities carried on in the unit and in the realization of the final project.	
I have participated actively in the activities carried on in the unit and in the realization of the final project.	
<b>COMMENT:</b>	<b>FINAL MARK</b>

• RUBRIC FOR WRITING

<b>WRITING</b>	<b>NOT SUBMITTED</b> 0	<b>UNSATISFACTORY</b> 1	<b>IN PROGRESS</b> 2	<b>SATISFACTORY</b> 3	<b>VERY GOOD</b> 4
<p><b><u>CONTENT</u></b></p> <p>The students write a text that fits the proposed topic in a coherent way. 25%</p>	Not submitted	The students write a text that does not fit the proposed topic, in an incoherent way.	The students write a text that barely fits the proposed topic in a non-coherent way.	The students write a text which is fairly close to the proposed topic in a generally coherent manner.	The students write a text which fits perfectly with the proposed topic in a coherent way.
<p><b><u>ORGANISATION</u></b></p> <p>The students uses the typical characteristics of the type of text requested and sticks to the word limit. 25%</p>	Not submitted	The students do not use the typical features of the requested text type and does not respect the word limit.	The students apply some of the typical features of the type of text requested and respects the word limit.	The students apply most of the typical features of the type of text requested and respects the word limit.	The students apply the typical features of the type of text requested and respects the word limit.
<p><b><u>GRAMMAR</u></b></p> <p>The students use grammatical structures with accuracy 25%</p>	Not submitted	The students attempt to use some simple grammatical structure but makes basic errors which impede communication.	The students use very limited grammatical structures with some errors which make communication difficult.	The students use a variety of grammatical structures with accuracy, although sporadic errors are made.	The students use a wide variety of grammatical structures accurately.
<p><b><u>VOCABULARY</u></b></p> <p>The students use a lexicon appropriate to the topic with accuracy. 25%</p>	Not submitted	The students use very basic vocabulary and makes mistakes that impede communication.	The students use a very limited vocabulary with some errors which make communication difficult.	The students use a variety of appropriate vocabulary accurately but makes occasional errors.	The students use a wide range of vocabulary with precision related to specific topics.

• RUBRIC FOR SPEAKING

<b>SPEAKING</b>	<b>NOT SUBMITTED</b> 0	<b>UNSATISFACTORY</b> 1	<b>IN PROGRESS</b> 2	<b>SATISFACTORY</b> 3	<b>VERY GOOD</b> 4
<p><b><u>CONTENT</u></b> The students convey the message in a complete way, providing secondary ideas related to the main idea. 25%</p>	Not submitted	The students convey an incomplete message, the main idea is unclear and does not provide secondary ideas.	The students convey a somewhat incomplete message, the main idea is unclear and much of the secondary ideas are not relevant	The students convey the message generally in a complete way, providing some secondary ideas that are relevant to the main idea	The students convey a complete message providing secondary ideas and details that are relevant and interesting.
<p><b><u>GRAMMAR AND VOCABULARY</u></b> The students make use of different grammatical structures and a wide range of vocabulary. 25%</p>	Not submitted	The students use simple grammatical structures with many errors and isolated words that impede communication.	The students use simple grammatical structures with few errors and isolated words and phrases.	The students use simple and some more complex grammatical structures with few errors and a limited range of vocabulary.	The students use a wide range of simple and complex grammatical structures with few errors and a wide range of appropriate vocabulary.
<p><b><u>ORGANISATION AND FLUENCY</u></b> The students use a variety of vocabulary and grammatical structures without the use of pauses or hesitation. 25%</p>	Not submitted	The students produce short utterances or isolated words making use of frequent pauses and hesitations.	The students produce short phrases making use of frequent pauses and hesitations.	The students produce extended phrases making use of some pauses and hesitations.	The students produce a discourse without making use of pauses and hesitations.
<p><b><u>PRONUNCIATION</u></b> The students make use of pauses rhythm and intonation and pronounces in an intelligible manner. 25%</p>	Not submitted	The students do not make use of pauses rhythm and intonation and pronounces in a non-intelligible manner.	The students generally make use of pauses rhythm and intonation and is generally intelligible.	The students make a good use of pauses rhythm and intonation and is mostly intelligible.	The students make a correct use of pauses rhythm and intonation and is perfectly intelligible.

## 6.2. Appendix 2: Materials

- Session 1
  - Activity 1

<https://www.youtube.com/watch?v=qcOj8PsRx60&t=16s>

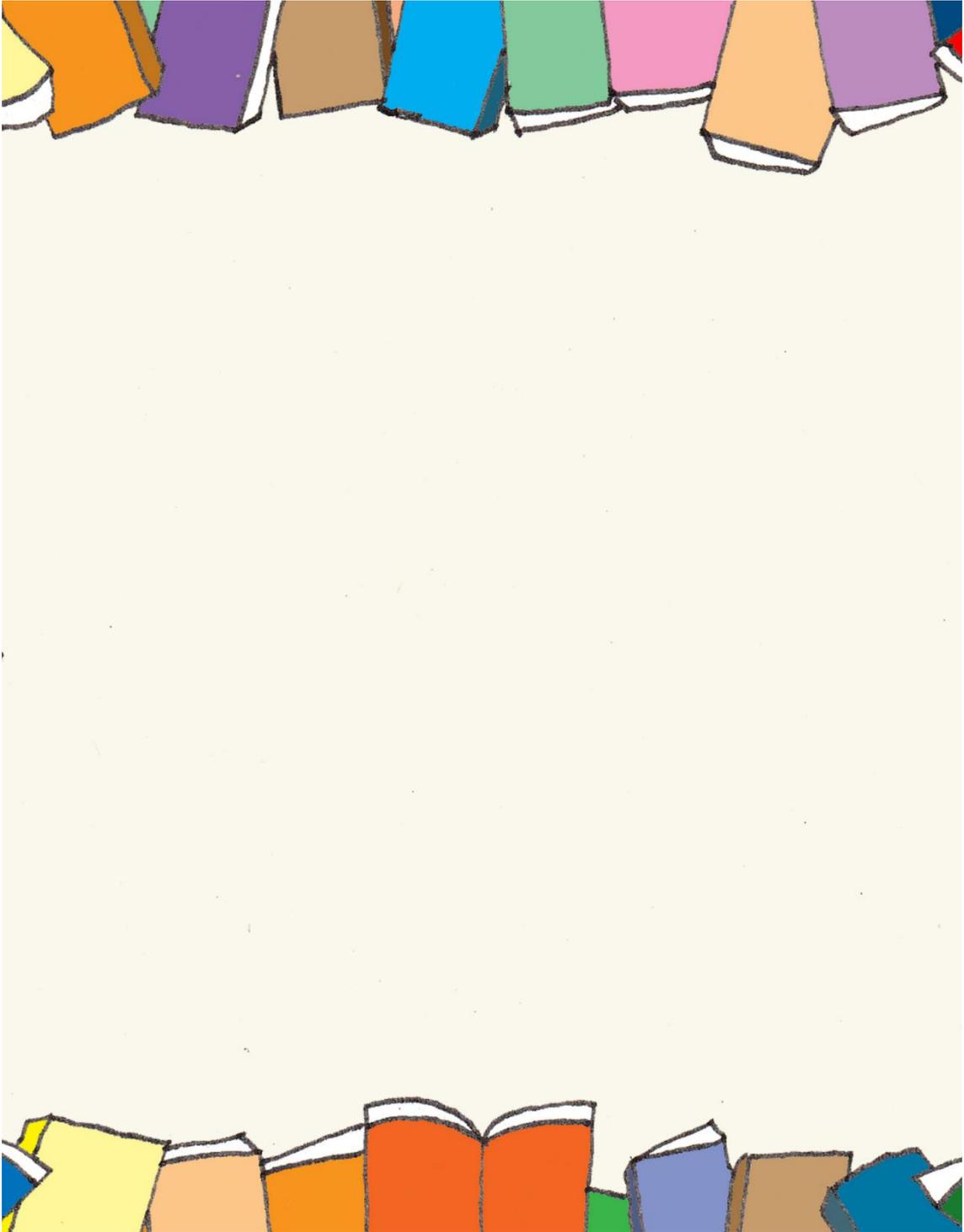
1. As a child, was Roald Dahl known as a good author?
2. What inspired him to write?
3. How did he get the idea to write *Charlie and the Chocolate Factory*?
4. What was Roald Dahl before he became an author?
5. Who did Roald Dahl work with as a spy?
6. How many novels has Roald Dahl written?
7. And how many copies have been sold?

○ Activity 2



# My Reading Journal







- Session 2
  - Activity 1

**What are the names of the protagonists?**

- A Drioli, Soutine and Josie
- B Drioli, Rivoli and Josie
- C Drili, Suntime, and Joshie
- D Dave, Simon and Josh

**What did Rivoli and Josie do for a living?**

- A Baker
- B Tattoo artist
- C Farmer
- D Military

**What did Drioli buy after a good day's work?**

- A A ring
- B Whiskey
- C Wine
- D Water

**Where are Drioli and Soutine from?**

- A Stockholm
- B Moscow
- C Saint Petersburg
- D Minsk

**Where is Drioli tattooed?**

- A On his arm
- B On his leg
- C On his back
- D On his face

**Why did Drioli stop working?**

- A Due to II WW
- B He found a better job
- C Due to IWW

**Wich artist was the art exhibition?**

- A Soutine
- B Josie
- C Goya
- D Rubens

**Why did they want to kick out Drioli out of the exhibition?**

- A Because he was drunk
- B Because he was a homeless
- C Because he had no money
- D Because he smelled bad

**What was the hotel owner wearing?**

- A A glove
- B A hat
- C A bow tie
- D A tie

---

**Drioli compared the hotel owner to an animal, which one was it?**

- A A spider
- B A snake
- C A cow
- D A worm

○ Activity 4

POST-READING

Impressions

Personal opinion

Review

- Session 4
  - Activity 1

**Roald Dahl**

Start This Game Over Edit This Game

**How many words did Roald Dahl invent?**

A: 250      B: 10

C: 50      D: 500

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**Where did he write most of his books**

A: In his room      B: In the park

C: In the garden      D: In the car

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**Roald Dahl participated in World War II as...?**

A: Doctor      B: Pilot

C: Military      D: Chef

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**What was the first book written by Roald Dahl?**

A: The Gremlins      B: Charlie and the Chocolate Factory

C: The Witches      D: Matilda

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
<b>Question 4</b>	<b>\$500</b>
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**When was Roald Dahl born?**

A: 10 SEptember 1910      B: 15 September 1920

C: 18 september 1915      D: 13 September 1916

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
<b>Question 5</b>	<b>\$1000</b>
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**What did Roald Dahl do after every meal?**

A: Sleep      B: Watch TV

C: Write      D: Eat a chocolate bar

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
<b>Question 6</b>	<b>\$2000</b>
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

Start This Game Over Edit This Game

**Which is not a Roald Dahl story?**

A: Lamb to teh Slaughter      B: A piece of cake

C: Adults are boring      D: Beware of the dog

Lifelines: 50:50

Question 9	\$16000
Question 8	\$8000
<b>Question 7</b>	<b>\$4000</b>
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

**How many languages has Charlie and the Chocolate Factory been translated into?**

Lifelines: 50:50  

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

**Roald Dahl**

**What did Roald Dahl write his stories with?**

Lifelines: 50:50  

Question 9	\$16000
Question 8	\$8000
Question 7	\$4000
Question 6	\$2000
Question 5	\$1000
Question 4	\$500
Question 3	\$300
Question 2	\$200
Question 1	\$100

<http://www.superteachertools.com/millionaire/millionaire.php?gamefile=419172>

- Session 7
  - Activity 1

<https://www.theguardian.com/books/2023/feb/18/roald-dahl-books-rewritten-to-remove-language-deemed-offensive>

- Activity 3



- Session 10
  - Activity 1



3, 2, 1...ACTION!

INSTRUCTIONS FOR THE THE FINAL PROJECT

- YOU HAVE TO PREPARE FIRST THE WRITTEN SCRIPT
- THEN, YOU WILL HAVE TO RECORD A VIDEO
- IN THE VIDEO YOU HAVE TO CREATE A NEW SCENE OR RECREATE A SCENE FROM THE STORY
- THE DURATION OF THE VIDEO MUST BE A MINIMUM OF 3 AND A MAXIMUM OF 5 MINUTES.
- YOU HAVE TO SEND THE SRIPT AND THE VIDEO VIA TEAMS

DEADLINE: 15 DAYS

