



Universidad de Valladolid

Facultad de Filosofía y Letras

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

Authentic Literature: The Use of Short Stories
in English Language Teaching.

Clara Serradilla Polo

Tutora: Sara Medina Calzada

Departamento de Filología Inglesa

Curso: 2022-2023

Abstract

In recent years literature is gaining more and more importance with regard to its role as a learning resource in the EFL classroom. However, there are still some educators who are reluctant to include literature in their syllabus. Therefore, this dissertation explores the benefits of using authentic literature –specifically short stories– as a way to develop and work on English language reception and production skills. In addition, a didactic proposal is offered to demonstrate this, and it includes activities based on the two short stories written by Ray Bradbury (“A Sound of Thunder” and “The Pedestrian”).

Key words: authentic literature; Ray Bradbury; short stories; communication; EFL teaching.

Resumen

En los últimos años, la literatura está adquiriendo cada vez más importancia en lo que respecta a su papel como recurso didáctico en el aula de Lengua Extranjera I. Sin embargo, todavía hay algunos educadores que se muestran reacios a incluir la literatura en su programa de estudios. Por ello, esta tesis explora los beneficios de utilizar literatura auténtica (específicamente relatos cortos) como forma de desarrollar y trabajar las destrezas de recepción y producción de los alumnos en la lengua inglesa. Para demostrarlo, se ofrece una propuesta didáctica que incluye actividades basadas en dos relatos cortos escritos por Ray Bradbury (“A Sound of Thunder” y “The Pedestrian”).

Palabras clave: literatura auténtica; Ray Bradbury; relatos cortos; comunicación; enseñanza de Lengua Extranjera.

Title: Authentic literature: The Use of Short Stories in English Language Teaching.

Table of Contents.

1. Introduction.....	3
2. Theoretical Framework.....	4
2.2 Authentic material versus Non-authentic material.....	8
2.3 Graded readers versus short stories, why using short stories?.....	10
2.4 Short Stories: Student-centred approach.....	16
2.5 Selecting the texts.....	18
2.6 Conclusion.....	20
3. Teaching Proposal.....	22
3.1 Selected Materials: “A Sound of Thunder” and “The Pedestrian” by Ray Bradbury..	22
3.2 Context.....	23
3.3 Objectives.....	24
3.4 Methodology and didactic principles.....	25
3.5 Legislation Consulted.....	26
3.6 Sessions and activities.....	27
3.7 Assessment.....	49
4. Conclusion.....	52
5. Bibliography.....	53
6. Appendix.....	57

1. Introduction.

Literature is an essential part of the study of any language as it serves as a basis and tool for working with and learning any type of language. It is true that its inclusion in the syllabus by teachers at pre-university level is a controversial issue. Some educators agree with its use as a tool for learning and teaching a foreign language and others do not. This dissertation will investigate and explore why the inclusion of authentic materials in the English classroom is not only necessary but also effective. An analysis of the role of literature and authentic materials in the foreign language classroom will be carried out. More specifically, the use of authentic materials versus graded readers will be explained and analysed, highlighting the many benefits and positive aspects that the inclusion of short stories in the syllabus can offer. The importance of their role as a vehicle for learning will be emphasised, highlighting that skills can be developed not only through critical analysis of the language but also through reflection on different themes which appear in the short stories and through which language is used as a means of communication, expression and personal development. In addition, the inclusion of short stories does not necessarily pose a problem in terms of hours of reading time due to their variability in terms of length. There are short stories which are only a couple of pages long and which would take less than an hour to read. Therefore, the work of the teacher in including and selecting such texts is very important. As this dissertation will show in later sections, the inclusion of authentic literature and specifically short stories in compulsory secondary education and baccalaureate as a method of language learning is possible and effective.

With this dissertation, several objectives are expected to be aimed:

To begin with, the main aim is to demonstrate the usefulness of introducing authentic materials into the EFL classroom. More specifically, it aims to demonstrate the benefits and effectiveness of using short stories as a teaching resource to support learners' personal development, critical thinking and reinforcement of language skills —reception and production—. Another aim is to encourage the implementation of short stories and authentic

materials in the syllabus as opposed to graded-readers. And, last but not least, create a proposal of a teaching unit based on the reading of two short stories written by Ray Bradbury.

2. Theoretical Framework.

In this section, the importance that literature has had and still has in the classroom as a teaching resource will be explained. Moreover, the concepts of authentic and non-authentic materials in relation to literature will be dealt with by providing a definition to those terms as well as stating the benefits of authentic materials in relation to language learning. The various reasons why short stories are the best type of literary text to work with in the classroom will be explained and highlighted, due among other reasons to their length and wide variety of themes. Finally, it will be explained that one of the main aspects to be taken into account when introducing short stories in the classroom is the process of text selection. The different aspects to be taken into account during their choice in order to make their introduction into the syllabus effective will be stated as well.

2.1 The evolution of the role of literature as a tool for teaching English.

First of all, before we start talking about the evolution of literary works as a tool for teaching a foreign language, it is necessary to answer a question: is there a specific language in literary works? That is, is there such a thing as “literary language”? Many critics consider that there is a specific language in literary works, but this is not entirely true. It can be understood that a literary text can be identified by its language and resources, but they are not specific to it. To think that we do not use “literary devices” in our everyday language is to pay too little attention to our own language and its linguistics. For example, metaphors are not exclusively literary and can be found in our everyday language such as “an early bird” to refer to someone who gets up really early. In addition, as Brumfit and Carter mention in their book *Literature and Language Teaching* (1986) “the world of discussion and debate, parliamentary, journalistic, academic or otherwise, is impregnated with metaphors which regularly compare argument to the conduct of a battle” (Brumfit and Carter, 1986, p.6). However, this is not the only difference, another aspect that is important to highlight is semantics. Normally, a closer observation of semantics and the deeper aspects of it, such as

the use of play on words or playing with double meanings, is very much present in literature. However, it is also present in our everyday conversations, “playing with the double-sidedness or even multiple valency of certain word combinations is regularly to be found in jokes” (Brumfit and Carter, 1986, p.7). All in all, we could say that the language found in literature and the language spoken in “real life” is very similar since they have points in common. Thus, we can establish that literature and everyday language are closely related and, therefore, the inclusion of literature as a language learning tool could be useful.

Having briefly explained how literature is also a real language, it is important to highlight that this language should be taught and it will not be anything new. In fact, it has been used as a teaching tool for centuries. In this section, we will now take a look at the evolution of the use of literature in language teaching. At first glance, it may seem that the importance of the inclusion of literature in language study and learning is something new in education. And, in a way, this statement can be considered true. However, literature was not totally detached from the academic world, although its role has changed. Originally, the focus of interest in language learning was the acquisition of good grammar and vocabulary. One of the earliest methods of language study, which dominated nineteenth century ESL/EFL teaching, the Grammar Translation Method (1800-1940s) consists of just translating paragraphs from literary works. What is interesting about this method, however, is that they used the literary works of their time as the object of study so “literature, in the grammar translation method, played a role” (Babae & Yahya, 2014, p.80). They used literary works of their time or of previous eras or decades as an object of study through which they dissected paragraphs and sentences in order to understand their content. This learning method, based on the traditional method of teaching Latin and Greek, focuses on grammar. The origin of this method, the grammatical translation method, comes from the traditional method used in the past to teach Greek and Latin. This method consists of carrying out a syntactic analysis of each word of the chosen literary text and then translating it word by word. In other words, literary works are taken as a reference since it is assumed that these will be full of correct grammatical structures and written in an appropriate style. In other words, literature was simply used for the sole purpose of acquiring a good level of writing, and no further consideration was given to its content. However, this method proved ineffective for learning a language, and in order to promote learning it was decided to focus on the teaching of individual skills. This led to the disappearance of literature as a learning tool.

The twentieth century saw a major change. New learning methods appeared which, as opposed to focusing solely on grammar, focused on oral communication. Methods such as the Direct Method, the Audiolingualism, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach are examples of these new methods. This caused the use of literature as a learning tool to fall by the wayside. However, in the 1980s there was a radical change in the way literature was viewed. This is due to the introduction of new teaching methodologies within the communicative approach – that is to say those that focus language learning on communication– “that see in reading literature the perfect realization of their principles, namely developing communicative competence, that is teaching learners to communicate in the second language and accounting for real, authentic communicative situations (Sanz and Fernández 1997, as cited in Agustín Llach, 2007. p. 9)”. In other words, literature once again played a role in language learning, however, its function would not only be to provide grammatical structures or as an object of study but as a tool for learners to communicate in the language and as a reference to authentic communicative frameworks, i.e. as an example of authentic language. Moreover, as mentioned above, nowadays, attempts are being made to introduce literature into the classroom in a different way, with a more communicative approach. There is an attempt to make the most of all the opportunities that working with literature gives you, such as its various themes or its capacity for comprehension and personal growth exercises, among others.

An example of the latter is the so-called reader-response approach, which does not focus on the learning of grammatical structures, but on the reader’s interpretation of the text. Furthermore, it focuses on the role of the reader, the most important figure in this approach. In this method, an active participation of the reader is sought and a development of self-evaluation in a certain way. In other words, it seeks to encourage the involvement of the students and to increase their motivation with regard to literature. Proponents of this method such as Soraya Ali (1993) states that it is necessary to change the conception of reading literature and view it as a way to change our perception of it and use it to seek enrichment. This method favours the motivation of the students because it encourages personal reflection and there are no right or wrong answers. It allows the creation of a very close relationship between the text, the students and their own lives by being able to relate various facts to situations they may have experienced. Moreover, by making their own reflections, students can feel a sense of accomplishment, as if their interventions and the reading itself have served them as personal development. And not only that, but reflection and critical thinking are

developed and practised because the fundamental objective of this method is to reach critical thinking and matureness in the students (Ali, 1993). Learners will be able to improve in their oral production and speaking skills as well as in their organisation of ideas.

As has been seen in this section, the role of literature in second language learning has been present, albeit intermittently, in the emergence and development of different teaching methods. In addition, the role it has played has also evolved. However, it is now increasingly clear that it is important to include it in the curriculum in one way or another.

Some teachers and critics are still reluctant to include literature in the classroom and in the curriculum (syllabus). They argue that the language that can be found in literature is too complicated for students. They go as far as to claim that “Syntactic difficulty inherent in literary texts makes reading a cumbersome task” (Khatib, Rezaei and Derakhshan, 2011 p.203). They take the position that if learners do not understand most of the language used or, for example, are not able to understand the text in its entirety, this will lead to a decrease in their motivation. In addition, critics such as Khatib, Rezaei, Derakhshan (2011) using the arguments posed by McKay and Savvidou state that the fact that literary texts do not follow the rules of Standard English can prevent the correct learning process of the students. However, it is not only the syntactic or grammatical structures that are criticised. There are critics who claim that “literary texts are teeming with old and outdated vocabulary not practiced in today’s English. Words such as “thee and thou” are not normally found in today’s English” (Khatib and Rezaei and Derakhshan, 2011 p.204). However, all these problems can be easily overcome. Firstly, there is a wide variety of literary genres and, within them, a wide variety of levels of difficulty. When including a literary work or text in the classroom, a selection of the text must be made according to various aspects. Among the various aspects that we can take into account, some examples are: the level of our students in order not to propose a text with too much difficulty and their interests in order to favour their motivation. The same applies to archaic vocabulary; it is not necessary to use texts in the classroom that may have been written before the nineteenth century, more up-to-date works with language that is more common today can be used. With regard to the fact that the language used in literary texts departs from the conventions of standard English, this statement is not entirely true. As explained above, there are similarities between the two languages. Even so, the fact that learners are sometimes confronted with non-standard structures can be beneficial for them. They will have to reflect on why they are not common structures and why others are. In

other words, all of this gives them an opportunity to reflect on the language itself. But even if this is a serious problem, specific genres can always be worked on in the classroom which can have a language that is simpler and closer to everyday language. An example could be the use of short stories, specifically juvenile fiction.

2.2 Authentic material versus Non-authentic material.

In the previous section the role of literature in language teaching has been discussed, but no mention has been made of the ways in which it can be included. The fact is that literature can be included and used in the classroom in different ways. However, an important difference must be mentioned and for this we must distinguish and mention the concepts of authentic material and non-authentic material. This categorisation is made on the basis of various factors such as language, style and content of the text.

There are different definitions of the concept of authentic material; however, one of the best definitions of this concept describes it as “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort” (Morrow, 1977, p.13). In literature, we could classify as authentic material all those novels, plays or any other type of literary genre whose works have not been created with the purpose of being used as a resource to teach the language. In other words, they have not been altered or adapted in any way to be used in the classroom or to make them easier to understand. The use of authentic literary texts in the classroom has its advantages and disadvantages.

With regard to the advantages, several can be noted. Firstly, as mentioned above, the language used is real language. Both grammatical structures and vocabulary are used in a real context. Learners are exposed not only to a specific grammar, but to real grammar used in context. This encourages learners’ analytical skills and also favours the acquisition of grammar in everyday use. Moreover, as it is a language used in the world outside the classroom and it encourages learners’ motivation “giving a sense of achievement when understood and encourage further reading” (Berardo, 2006, p.67). In addition to all this, one of the main objectives of language teaching is to encourage communication, so that students

are able to cope in a real situation. In the classroom, it is a bit difficult to have a completely real situation with the use of real language. However, the use of authentic materials gives us the possibility to get closer to real language and real situations. This gives us the opportunity to study and analyse such language. Therefore, “even if the classroom is not a ‘real-life’ situation, authentic materials do have a very important place within it” (Bernardo, 2006, p.64). They bring the students as close as possible to the real language of the target language. Finally, one of the most important advantages of using authentic texts is their great variety. In them, we can find numerous styles, genres and registers to explore with learners.

However, on the other hand, there are some disadvantages to using authentic texts. When using authentic texts, we may encounter imprecise language, such as incomplete sentences which can sometimes be complex for learners. In addition, there may also be drawbacks in terms of content. While it is true that the use of authentic literary texts can be conducive to the learning of the target language culture, this can also be a problem. Learners may have a problem understanding the text because of a cultural gap. In addition, although authentic texts can be highly exploitable to promote all aspects of the language, finding activities and preparing them can be tiring and time-consuming.

With regard to non-authentic materials, Nematollahi, and Maghsoudi (2015) explain that this term is used to refer to literary works designed and written with the only aim of teaching a language. As books designed specifically for language teaching, it is believed to be the best resource to use. The non-authentic material is adapted to specific levels from which you can choose which one to use for a particular classroom. In addition, you can find structures and vocabulary that you want to work on in the classroom. You could say that it is “a la carte”. As it is controlled vocabulary and grammar, students will not have to deal with Wodinsky, M., & Nation, P. (1988) an unlimited number of unknown or too complex words which prevent them from enjoying the reading process (Wodinsky, and Nation, 1988) . That is, their motivation will not be diminished by not understanding all the words in the text. Moreover, non-authentic texts, being specifically designed for language teaching, use “perfect” grammar. Incomplete sentences or exceptions to established rules, for example, will not be found in such texts. These types of texts focus on accuracy following the conventions of Standard English.

However, some critics and educators disagree and see this aspect of non-authentic texts as a disadvantage. Some scholars, such as Berardo, defend the use of authentic material by taking language as the object of study. They go as far as to claim that the language found in non-authentic texts is not real language since it “is artificial and unvaried” (Berardo, 2006, p.61). This statement has its origin in the fact that the grammatical structures used in these texts are “fixed”, prepared for a certain level and to promote comprehension. For this reason, we can sometimes even find the grammar of these texts repetitive. As Berardo states, “they are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally)” (Berardo, 2006, p.67). After all, one of the main objectives of language teaching is communication. The aim is to teach learners to communicate in a language but in as natural a way as possible and this cannot be achieved with a non-authentic text. Therefore, although they can be useful for teaching structures and reinforcing them, this is not a real language.

2.3 Graded readers versus short stories, why using short stories?

In the previous section the difference between authentic and non-authentic materials was explained. This section will explore in some depth an example of each in relation to the teaching of literature. Specifically, we will discuss readers as a tool for teaching a foreign language and short stories in order to determine which of the two options is the best way to include literature in the classroom.

With regard to non-authentic materials, the most commonly used material for including literature in this classroom are graded-readers, also known simply as readers. A good definition of these books is the following, “graded readers are books which are specially written or adapted for second language learners” (Nation and Wang, 1999, p.356). As mentioned in the definition itself, there are two types of graded readers. Those which are totally original, i.e. stories that are completely invented and created from scratch; or adaptations of previously existing literary works. Sometimes the content is adapted but, in general, the vocabulary and grammatical structures are simplified. For the most part, vocabulary that is infrequent or very complex is almost entirely eliminated for the sake of comprehension.

Today, there is a controversial point considering graded readers and the concept of authenticity. Authors such as Claridge (2005) argue that, although graded readers are not considered authentic material, a certain level of authenticity can be found in adapted readers. Berardo (2006), however, argues the opposite point, defending the use of authentic texts and making it clear that his aim is to show the learner the language used in a real context. That is to say to expose students to authentic language that can be found in real life encounters (Berardo, 2006). The main aim of graded readers is to adapt one's own language and simplify it, which is the opposite of getting as close as possible to the real language.

Claridge (2005) makes a comparison between two literary works and their adaptation in graded-readers. Specifically, the works are Edgar Allan Poe's *The Gold Bug* and Arthur Conan Doyle's *The Adventure of the Speckled Band*. The graded-readers being respectively, the Longmans version of the same passage and the simplified version produced by the Oxford Bookworms Library (OBL), Level 2. The results of the analysis revealed that the texts underwent significant simplifications in terms of content, length and language. Regarding word count, "the original text contains 9929 words and has been shortened in the OBL version to 2199 words" (Claridge, 2005, p.153). In addition, subordinate sentences have been replaced by short sentences for the most part in order to favour comprehension and easier and faster reading. Not only that, but the analysis also shows that descriptions have been replaced by dialogues. In this way, it is easier to interpret what is happening. Furthermore, Claridge (2005) reaffirms that this process has affected language use and its variation, sustaining that the process of simplification has provoked the limitation of frequency variation. While all this may sound favourable to learners, it is not. To begin with, all of the above only affirms that graded-readers (even adapted ones) detract from the authenticity of the language. Secondly, the fact that they simplify vocabulary and grammatical structures, among other things, makes for less variety and may demotivate learners to read and lead to boredom. And furthermore, "the apparatus accompanying edited texts-extensive vocabulary glosses and discrete point questions--actually inhibits students from guessing or attempting to contextualize the meanings" (Swaffar, 1985, p.17). This has a strong risk for students' learning. They are provided with so much help that they risk losing the initiative to actively participate in their learning. This favours the emergence of passive readers. Instead of making an effort and engaging in active reading and trying to guess the meaning of words, they will simply look at glossaries. In an authentic text, this does not happen. Learners have to deal with new or complex structures and new vocabulary, among other things. But this is not a negative thing;

learners will be helped by avoiding “word for word” learning. Learners will be encouraged to draw meaning from context and to understand that just because the fact that they do not understand a word or structure does not mean that they will not be able to understand the text. This will encourage their motivation and their role as active readers. This is very important because to really learn and understand a language you have to reflect on it and play an active role.

As we have explained above, the best option and what most facilitates students’ motivation for reading and learning is the use of authentic texts. However, in literature, we can find an infinite number of authentic texts of different genres. So we can ask ourselves if there is a genre that is better or more beneficial for language teaching. In this dissertation, we will explain why short stories are the best option to use as a teaching and learning resource and to introduce literature in the classroom.

To begin with, usually, the best genre to teach language is considered on the basis of teachers’ own opinions only. And, for teachers, the simplest answer would probably be short stories. There would not be much debate about it because the reasons would be obvious. The implementation of some literary genres into the syllabus could be a complex process mostly because of their time-consuming nature. On the one hand, the usage of poetry and novels could have a negative effect due to the fact that a rather high amount of time has to be dedicated to grasping the specialised literary devices –in the case of poetry– and to work on the novel as a whole because of its length. Moreover, in the case of drama, the number of students could make the process of acting out the play nearly impossible to put into practice (Pardede, 2011). However, what is the opinion of the students? In order to motivate them, it is necessary to know their opinions about it, we must know their interests. Tseng, in order to answer this question, conducted a study on the perception of literature in a class of 28 Taiwanese EFL students in their final year of high school. To carry out this study, the students were presented with 24 literary works belonging to different genres such as poetry, prose (novels and short stories) as well as drama. To begin with, one of the most important findings of this study is that “the data showed that about 71% of the participants agreed that they like those 24 literary texts introduced in class, and that only 29% of the participants showed disagreement” (Tseng, 2010, p.58). That is, the result showed that students are not reluctant to include authentic literary works in their learning. In addition, the following table shows the

results of the students' opinions on literary works through a ranking of the ten highest rated literary works out of the twenty-eight to which they were exposed.

LITERARY WORKS STUDENTS LIKE MOST IN THE PRESENTATION					
(Rank)	Literary works		Agree		Mean
			(Frequency)	(%)	
1	The Hunchback of Notre Dame	(novel)	28	100	5.32
2	The Red Mahogany Piano	(short story)	26	93	4.86
2	The Appointment in Samarra	(short story)	26	93	4.86
4	The Unicorn in the Garden	(short story)	24	86	4.96
5	Turandot	(play)	23	82	4.71
6	40 Love	(poem)	23	82	4.61
7	Hamlet	(play)	23	82	4.25
8	Love Can Last Forever	(short story)	22	79	4.43
9	King Lear	(play)	21	75	4.50
10	Be Your Own Master	(short story)	21	75	4.36

Table 1. Literary works students liked most in Tseng (2010, p. 59).

If we analyse the table carefully, we can see that the novel is in first place, with only one appearance in the ranking. This is followed by the short story, which appears five times. We only find two examples of plays and a single example of poetry. From these results, it can be determined that prose is the genre most highly valued by students and the one that interests them the most. We could say that in order to motivate students we should use prose. However, within prose, should we choose novels or short stories? Regarding this fact, it seems that students are more inclined to choose novels; however, we should bear in mind that novels require more time to read and, given the limited time we have in the curriculum, it is better to use short stories. Furthermore, although in Tseng's study the novel is in first place, it is important to note that only one novel appears in the top-ten ranking and, as for short stories, we find that they appear on up to five occasions.

Tseng's study is not the only one. Pardede also conducted a study on the incorporation of short stories as a learning tool in which he asked a number of university students in Indonesia about their opinions. The results showed that "a majority of the respondents basically found short stories interesting to use both as materials for self enjoyment and of as components language skill classes" (Hill, 1994, p.18). The majority of the students saw the use of short stories as an educational tool because they did not see it as tedious but as fun. They enjoyed reading the stories as well as reinforcing their skills in a different way.

What are the benefits of using short stories in the classroom? Incorporating short stories into the classroom can be beneficial for a number of reasons. Firstly, it is important to define what a short story is. Pardede (2011) mentions in his article the definition provided by Poe, who described it in the following way “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (Pardede, 2011, p.17). That is to say, in the definition itself its first advantage can be found, its length. A short story would undoubtedly take less than a day for students to read. In such a way, they would not find it monotonous or boring, simply because they would only spend a couple of hours reading it. Moreover, due to their brevity, short stories usually have a single plot or action, a couple of characters and, in general, a beginning and an end. Therefore, students would not be overwhelmed by too much action in the plot. In addition, short stories generally have a closed ending. However, even if they had an open ending, this would be advantageous when proposing activities to work on reading. Personal development activities could be proposed on how they think it should end or what would be the fairest ending. Moreover, as it is a very short reading, several works could be included in the syllabus, by the same or different authors, and even activities for comparison or joint reflection could be proposed. If, on the other hand, we were to use a novel, which is usually much longer, we could only include one in the syllabus.

With regard to the second benefit of using short stories, as Pardede states, “short stories have a variety of choice for different interests and tastes” (Pardede, 2011, p.18). There are countless categories in the short story genre, among which we can find action, adventure, detective, drama, dystopia, fable, fantasy, mystery, philosophy, politics, romance, satire, science fiction. In the genre of short stories we can find an infinite number of themes that can be dealt with in the classroom, so it is easy to find one that favours the interests of the students, thus promoting their motivation for reading.

Another benefit of using short stories is that they offer the possibility to learn about other cultures. Even if they are short, students can also be exposed to situations or experiences that take place in the target language culture. However, it is not only a benefit for getting to know a new culture but to acknowledge their own because “as students face a new culture, they become more aware of their own culture” (Erkaya, 2005, p.8). By learning about the context of a new culture, students are able to reflect on the differences and similarities between the

two cultures in such a way that they even gain a greater understanding of the richness of their own culture.

Finally, one of the main objectives and benefits of using short stories is to foster thinking skills as well as critical thinking. As Erkaya mentions in his article with reference to Bloom's work *Taxonomy of the Cognitive Domain (1956)* "thinking skills [...] include both lower-order and higher-order thinking (Erkaya, 2005, p.9)". The first type, the lower-order, consists of encouraging critical thinking in students with a low level of proficiency in the language. With this type of students, the aim is to encourage them to understand the main points of the story and to be able to distinguish the themes, the characters and to understand what has happened. However, in the second level, more critical and deeper thinking will be encouraged in those students who have a higher or advanced level through reflective questions such as "How would you change the plot?" "What would happen if . . .?" "What changes would you make to solve . . .?" "Do you agree with the actions . . .? with the outcomes . . .?" "Why did they (the character) [sic] choose . . .?" "What choice would you have made . . .?" (Erkaya, 2005, p.9). The fact that reflective activities can be planned is very important because critical thinking is a very important skill both on a personal level, in order to grow as a person, and on an academic level. Critical thinking is required in many subjects and, subsequently, in their future academic and professional careers as well as in all aspects of their personal lives.

Short stories thus allow the reinforcement of different language skills, favours the knowledge of new cultures and of one's own culture, and encourages the development of critical thinking. However, the most important thing is that "short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing—more effectively because of the motivational benefit embedded in the stories" (Pardede, 2011, p.14). In other words, the fundamental reason for choosing short stories as a teaching tool is their ability to motivate learners and promote the development of their communicative competence.

In addition, this view that short stories can help develop the four traditional skills in depth is also supported by Murdoch who states that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (Murdoch, 2002, p.9). This can be done

through activities focused on different skills. An example could be the use of a short story with an open ending in which they practise writing creativity by having to invent an ending. Or, if it has a closed ending, creating an alternative ending.

After comparing graded readers and authentic literature, it was found that the use of authentic literary works had greater learning benefits. In addition, within authentic literature, the use of short stories has been found to have greater benefits. These include: their short length, which allows for quick reading, the avoidance of students' lack of motivation and boredom with reading, the capacity they offer to reinforce the different skills and the possibility of including more than one short story in the syllabus.

2.4 Short Stories: Student-centred approach.

It has been determined that the most appropriate literary genre for working with language and literature in the classroom is the short story genre. However, what models can we follow when introducing this genre (and literature in general) in the classroom? The focus will be put in analysing the models proposed by Carter and Long (1991).

To begin with, it is necessary to mention that there are three types of models according to Carter and Long (1991) through which literature can be used in the classroom. These models are: the Cultural Model, the Language Model and the Personal Growth Model. The first is more focused on the use of literary texts as a source of information, the second one focuses on dissecting the aspects of the language found in the text and the third “involves students’ personal, intellectual, and emotional experiences” (Yimwilai, 2015, p.15) using their reflections and experiences as a way to put language and communication into practice. That is to say, the second one –The Language Model– puts the spotlight on the use of literary texts as a tool for language learning and the last, as its name indicates, on the growth of the students in different aspects (language and emotions), making them reflect on different themes found in the works as well as trying to seek connections with their experiences and the ones of the characters. The model that really focuses on language learning is the second one. However, Hwang, D., and Embi (2017), after analysing the work of Carter and Long (1991) determine that these last two models “complement and are interdependent on each

other” (Hwang and Embi, 2007, p.4). That is to say that they can be integrated and, therefore, the use of the Language Model and the Personal Growth Model can lead to more complete learning.

Both models pay special attention to developing the learner’s potential at different levels and therefore complement each other. The Language Model focuses on developing the learner's language skills by trying to pay attention to the language in context and practising the different skills. The Personal Growth Model focuses on developing students’ individuality, making them grow as individuals through exposure and reflection on different topics. The second model — The Personal Growth Model — can be used to complement the first model by using reflections as a vehicle for using language to improve learners' expression and communication in target language as well as to work on cross-cutting concepts required by the latest educational law —LOMLOE. In other words, in both models, the learner is at the centre of learning and the emphasis is on the active role of the learner in learning (Hwang and Embi, 2007) but it is true that integrating both models could motivate students due to the fact that there will be more natural communication as well as a wider range of activities.

The Language model defends that “Literary texts are to be used for teaching structures and vocabulary” (Hammad, 2012, p.105) and it is student-centred because the students are in charge of their learning, analysing the grammar structures and vocabulary of the text in context. Pardede also advocates a learner-centred approach in the Personal-Growth Model and argues that this approach “allows more exploration of the short story, offers the students more opportunities to formulate their own ideas or feelings about the issue(s) as well as to improve their basic skills in the language learning process” (Pardede, 2011, p.19).

Having briefly explained the different models, we can state that if the purpose of using short stories and introducing them in the classroom is to develop the different skills which according to the CEFR are: reception (written and oral comprehension), production written and oral production), interaction and mediation. These models –The Language Model and the Personal-Growth Model– are complementary to each other and should be introduced together in the syllabus. On the one hand, lessons and the use of literature should follow a language-based approach and develop activities that follow this approach because students will learn the language in context and be motivated to understand authentic language by

context and see its usage in real situations. However, activities characteristic of the other model may be introduced to complement it. Reflections are used as a vehicle for using language to improve learners' expression and communication in the target language as well as to work on cross-cutting concepts. Integrating this model with the Language Model will make the lessons more dynamic and, also, not only students will feel motivated with the language presented but with the themes as they can relate their personal experiences with some themes. This can be done through debates, role-plays, asking whether or not the ending of the story has been appropriate in their opinion or what they think about the main theme.

2.5 Selecting the texts.

When using authentic short stories, as well as when introducing any kind of authentic material in the classroom, the role of the teacher is key to ensure good learning. The teacher must select intelligently the material to be presented to his or her students. When selecting texts to be used in class, teachers should take into account a number of criteria. The aim of selecting texts for the classroom is to find materials that are attractive, stimulating and appropriate to the reading levels and interests of the students. Therefore, we should follow certain criteria to ensure that we get the most out of the text and, in addition, ensure that the students are motivated.

First of all, scholars such as Pardede mention brevity as one of the first criteria when choosing a short story. While it is true that, as the name suggests, short stories are characteristically short, their length can vary. Therefore, it is important to choose short stories that can be read and worked on within the hours set in the syllabus, in this way "they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence" (Pardede, 2011, p.18).

Hill states three basic criteria to follow when choosing a text, which are the following: "the needs and abilities of the students; the linguistic and stylistic level of the text; and the amount of background information required for a true appreciation of the material" (Hill, 1994, p.15). With regard to the first criterion, teachers should take into account the age and maturity of students when selecting texts to use in class. Teachers should choose texts appropriate to the

age and level of understanding of their students. This may involve avoiding graphic or disturbing content and selecting age-appropriate books. It may also involve avoiding controversial topics.

In addition, it is very important to consider the suitability of the text. That is, the teacher must ensure that the vocabulary and sentence structure of the short story to be studied is appropriate or close to the level of the learners. Teachers should choose texts appropriate to the reading level of each student in the class. This will ensure that students are not overwhelmed by the difficulty of the material, but also not bored by content that is too simple. To determine the reading level of students, teachers can use a variety of assessment tools, such as reading level tests, classroom observation and discussions with other educators. In addition, depending on the level of each class, certain short stories that may present difficulties should be avoided. As advocated by Zerrin, “the short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners must be avoided” (Zerrin, 2004, p.43).

The third important criterion for selecting texts according to Hill (1994) is the content of the material. Teachers should choose texts that contain topics and themes that are relevant and interesting to students. This can be achieved by selecting texts that reflect the cultural, ethnic and linguistic diversity of the classroom. Students are more likely to be interested in material that relates to their own experiences, so teachers should strive to choose texts that reflect the lives and interests of their students. With regard to this criterion, care should also be taken with the introduction of culture. Additional activities or pre-reading activities may be necessary to provide students with a cultural context to ensure good learning and understanding of the content.

However, there are many other criteria that can be followed. Lazar sets out another set of criteria to be taken into account when selecting a text to work with in the classroom in her book *Literature and Language Teaching: A Guide for Teachers and Trainers*. These criteria can be seen in the following table from the same book.

Checklist for choosing literary texts
TYPE OF COURSE
Level of students
Students' reasons for learning English
Kind of English required
Length/intensity of course
TYPE OF STUDENTS
Age
Intellectual maturity
Emotional understanding
Interests/Hobbies
Cultural background
Linguistic proficiency
Literary background
OTHER TEXT-RELATED FACTORS
Availability of texts
Length of text
Exploitability
Fit with syllabus

List of aspects to take into account when selecting a text. Lazar, G. (2009, p56)

As can be seen, Lazar divides the criteria according to three aspects: the type of course, the type of students and other factors. In the list we can find the three basic criteria previously mentioned by Hill. However, Lazar includes in the list a few more. Obviously, one of the most important ones, which has not been mentioned previously and to which I would like to pay special attention, is the exploitability of the text. Teachers should choose a text not only according to the tastes and interests of the students. It is important to bear in mind that the text (its content, both thematically and linguistically) should provide the basis for a series of activities with a wide variety of purposes, so that the different language skills can be worked on.

2.6 Conclusion.

As had been discussed in this dissertation, the use of short stories as an educational tool in English language teaching is totally viable and teachers should be encouraged to add short stories to their syllabus. There are a number of reasons why using short stories has positive aspects for students. First, the students will learn a language in context as well as see an example of real language in use. One of the reasons for that is that they will be highly motivated by understanding the majority of the content of the short story. In addition, following the Language Model and Personal Growth model altogether will have a number of benefits for the students if the appropriate text is selected. On the one hand, students will be

encouraged and motivated to use the English language developing and reinforcing the traditional skills. Moreover, the critical thinking of the students will be activated and worked on through the reflection of several themes appearing in the short stories. That is to say that the combination of both models is possible by using the reflections upon the themes appearing in the text to put language into practice. In some way, students will be in charge of their own learning process using the content of the short stories as a tool to reach that end.

3. Teaching Proposal.

3.1 Selected Materials: “A Sound of Thunder” and “The Pedestrian” by Ray Bradbury.

In this didactic unit, authentic literature is used as a basis for learning a language. Two short stories written by Ray Bradbury are used from which the students will work on and improve their language skills. There will be activities on each of the skills, however, the focus of the activities is on oral and written production —speaking and writing— and reading comprehension.

The two short stories selected for this teaching unit are written by the North American author Ray Douglas Bradbury, better known as Ray Bradbury only. This author is famous for his science fiction books, which is the predominant theme of the two short stories chosen.

The first short story is called “A Sound of Thunder” and was first published in 1952. The story revolves around a dystopian future in which time travel exists thanks to the evolution of technology and the creation of the time machine. The story is set in the year 2055 in which a company called Safari allows time travel to the prehistoric era to hunt prehistoric animals in exchange for a large sum of money. One of the main characters, Eckels, wants to hunt a T-Rex and so begins an adventure that does not have a very happy ending.

The second short story is called “The Pedestrian” and introduces the protagonist Leonard Mead who lives in an unnamed city in the year 2053. The story is very brief, taking place in a single night. In its brevity, it describes how the inhabitants of the city are connected all day long to technology and technology rules everything, even the patrol cars are cars without passengers and are allowed to make arrests.

These stories were selected because they were both written in the 20th century and deal with themes that are close to our own times and will be of interest to students. In addition, both stories are short —one has four pages and the other twelve— so they will not be a long and tedious read.

In addition to their brevity, these short stories have been chosen because they do not have a very complex vocabulary. Therefore, the understanding of both stories will not be too complicated for the students. Words that they do not understand will be learned through different activities, thus allowing them to acquire new vocabulary in a real context.

In addition, both stories have a common context, both are set in a dystopian future, a subject that many students find interesting. Moreover, in both stories technology appears; however, it is not described as something positive. This theme will be worked on during the didactic unit to make students aware of the evolution of technology as well as the use we make of it today.

3.2 Context

The present teaching unit is designed for the first year of Bachillerato. This teaching unit will take place in a school centre of Castilla y León, either public or private. Therefore, the Junta de Castilla y León has provided the school with the different electronic devices to be used in the process, such as laptops (Chromebooks) and tablets. In addition, each classroom has blackboards, digital whiteboards, screens and projectors that will be used by the teacher throughout the different sessions of the teaching unit that require them.

The teaching unit is designed for a class of 30 students aged 16-17. Therefore, in order to carry out the tasks that require a group division, there will be six groups of five students. The division of the class into groups will be done by the teacher in such a way that in all groups there are students of different gender and level of English in order to encourage communication, respect and coexistence among all our students, whether they are more like-minded or not. In this way, I believe that as far as possible, the same students will not always speak the same language and will be able to help each other. Nowadays, it is a fact that a classroom is not homogeneous as a class can host students from different countries and they can struggle with either the Spanish language or the English one. In addition, if the groups are formed by people of different levels, they can help each other to improve in the language. The activities will be carried out in pairs, groups of three students or five. From the beginning of the first session, the information of the members of each group will be put in the notification board of the classroom. In the case of the pair activities, they will be able to choose their partner, but they will have to keep it during all the pair activities that take place

during the course of the teaching unit. From the first session, students will find a photocopy of the distribution of the class depending on the activities: groups of three or two people. Each week consists of three lessons of fifty minutes each, as established in Appendix V Decree 40/2022, being Monday, Wednesday and Friday the days that the subject is taught. The teaching unit will be carried out during the third term. This schedule has been chosen to work on the two short stories because in both of them the theme of technology appears and the 10th of April is celebrated as the day of science and technology.

The timetable for this Teaching Unit meant for first of Bachillerato is as follows:

- Three lessons per week of fifty minutes each one divided in our specific case into Monday, Wednesday and Friday.
- The unit will be divided into seven sessions. The first session of the unit consists of pre-reading activities, and the reading of the first short story as it is the longest one will be done during the weekend as homework. For the reading of the second short story, as it is really short and could be read in fifteen minutes, they will have just two afternoons during school week.

3.3 Objectives.

This teaching unit has three main objectives. Firstly, the primary aim is to demonstrate that it is possible to work in the classroom with authentic literary materials, in this case, two short stories written by the American author Ray Bradbury.

Secondly, the aim is to enable students to improve their English language skills. Students are expected to be able to reflect on the language used in the short story to reflect on the elements of linguistic competence —mostly grammatical accuracy and vocabulary range and control— and to use language as a method of communication between students. It is hoped that through activities on all types of skills, both production and comprehension based on both stories, students will improve their ability to communicate effectively.

Thirdly and finally, with this teaching unit it is expected that students will be able to use literature as a means of personal growth by developing their critical capacity to reflect on issues such as technology and to encourage their capacity for reflection.

3.4 Methodology and didactic principles

Regarding the models proposed by Carter and Long (1991), the language-based model and the personal-growth model have been used to create this unit. That is to say, there will be activities dedicated to acquiring the development of the communicative and linguistic competence through the stories covered, but there will also be some activities not only to reflect on the language but also on the theme of the text, which on this occasion is closely related to current affairs. In this way, a more complete learning will be carried out, students will improve their skills as well as encourage their critical thinking by reflecting on topics such as the use of technology.

Concerning classroom management, there are different ways of working. Some activities will be done individually, whereas the others will be carried out in pairs or in groups.

The methodology to be used in this didactic unit is varied due to the fact that I have tried to focus on different skills and not only on oral skills since the aims are multifold too. The communication approach will be used because many activities have been designed to be carried out in groups, as well as some discussion activities in which students will have to be able to share their opinions and arguments on a topic.

Task-based learning will be used in order to acquire and work on several competences and demonstrate that students have acquired it by putting it into practice in a final activity. For instance, this methodology will be used to acquire the personal, social and learning to learn competence by improving the bonds between the students through collaborative work to work on small tasks as well as to improve their language skills by interacting with each other. As well as working on the citizenship and cultural awareness and expression competence as students will be asked to express their opinions and reflect on different topics appearing in the short stories covered such as technology. Regarding the final task, for example, students will produce a guide on technology in which they will briefly discuss three points: its positive aspects, its negative aspects and how to use it correctly. In addition, this will be done on a poster board which will be displayed in the classroom for the rest of the school year. By doing so, cooperative work will be encouraged as well as communication between the students.

Another key aspect of this teaching unit is the fact that the proposal follows the input hypothesis “I+1” developed by Krashen in 1985 by including elements that are slightly more difficult taking into account the learning level of the student. Both the input used by the teacher and the language that can be observed in “The Pedestrian” and “A Sound of Thunder” contain elements that are slightly more complicated than the students' own level. In that way, the acquisition process is developed, following the socio-constructivist approach.

3.5 Legislation Consulted

In this lesson planning I have used, on the macro level, Decree 243/2022 of 5th April, which establishes the organisation and minimum teaching of Bachillerato and, on the meso level, Decree 40/2022 that establishes the organisation and the curriculum of Bachillerato. Although both of them regulate the whole stage of Bachillerato, I have only focused on the section from the first year of Bachillerato and the English subject.

Both of them are in concordance with the “Ley Orgánica de Modificación de la LOE” (LOMLOE) which repealed the LOMCE and introduced important amendments to the LOE, which has been in force since 2006. This legislation establishes the amount of hours that each of the subjects have to have each week. In our case, English in first of Bachillerato has 3 lessons of 50 minutes each per week.

From Decree 40/2022 I have taken the contents, the learning outcomes, the specific competences and the assessment I deal with during the Teaching Unit. From Royal Decree 243/2022 I have extracted the key competences and the general aims at the stage of Bachillerato. These aspects will be specified and explained in depth in section 3.7 where all the information regarding the sessions and activities is explained.

3.6 Sessions and activities.

Stage: Bachillerato	Level: 1º Bach	Timeline: 6 sessions
<p>Stage Objectives:</p> <p>d) To strengthen the habits of reading, study and discipline, as necessary conditions for effective learning and as a means of personal development.</p> <p>f) To express oneself fluently and correctly in one or more foreign languages.</p> <p>g) To use information and communication technologies with competence and responsibility.</p> <p>k) To strengthen the entrepreneurial spirit with attitudes of creativity, flexibility, initiative, teamwork, self-confidence and critical sense.</p>		
<p style="text-align: center;">Key Competences A,B,D,E,F</p> <ul style="list-style-type: none"> ● Competence in linguistic communication. ● Multilingual competence. ● Digital competence. ● Personal and social competence and learning to learn. ● Citizenship competence. ● Cultural awareness and Expression. 	<p style="text-align: center;">Specific Competences</p> <p><i>Specific competence 1:</i></p> <p>Understand and interpret the main ideas and basic lines of argument in texts expressed in standard language, seeking reliable sources and making use of strategies of inference and verification of meaning, in order to respond to the communicative needs posed.</p> <p><i>Specific competence 2:</i></p> <p>Produce original texts, of increasing length, clear, well organized and detailed, using using strategies such as planning, synthesis, compensation or self-repair, to express ideas and arguments in a creative, appropriate and or self-repair, in order to express ideas and arguments creatively, appropriately and coherently, according to specific communicative coherently, according to specific communicative purposes.</p>	

Specific competence 3:

Interact actively with others, with sufficient fluency and accuracy and with spontaneity, using cooperative strategies and employing analogue and digital resources, to respond to communicative purposes in exchanges respectful of the rules of politeness.

Specific competence 5:

Expand and use personal linguistic repertoires between different languages and varieties, reflecting critically on their functioning, and making explicit and sharing their own strategies and knowledge, respecting cognitive, social and cultural diversity, to improve the response to their communication needs.

Contents	Evaluation Criteria
<ul style="list-style-type: none"> ● A10,13,16 ● B1 ● Structures: <ul style="list-style-type: none"> - 12 (conditionals). - 4 (narrating past and current events). - 7 (expressions of opinion) <p>It should be noted that all the structures mentioned have already been worked on previously. Their inclusion in this unit will serve as a review and they will only appear in some activities, except for the expressions of opinion, which will be used in a more continuous way both when interacting with their classmates and when expressing their opinions and reflections on a specific topic that appears in the short stories covered.</p>	<p><i>Specific competence 1:</i></p> <p>1.1 Extract and analyze main and supporting ideas, relevant information, and general implications of texts of a certain length, well organized and of a certain complexity, oral, written and multimodal, on topics of personal relevance or of public interest, both concrete and abstract, expressed clearly and in standard language, even in moderately noisy environments, through various supports. (CCL2, CCL4, CD1, CD3).</p> <p><i>Specific competence 2:</i></p> <p>2.1 Express orally with sufficient fluency and correction clear, coherent texts, well organized, appropriate to the communicative situation and in different registers about matters of personal relevance or of public interest known to the students, with the in order to describe, narrate, argue and inform, in different supports, using verbal and non-verbal resources, as well as planning strategies, control, compensation and cooperation and correction of errors that cause misunderstanding. (CCL1, CP1, CP2, STEM1, CD3, CD4, CPSAA1.1, CC3, CE3, CCEC3.1, CCEC3.2).</p> <p>2.2 Write and disseminate detailed texts of a certain length and complexity and of clear structure, appropriate to the communicative situation, to the textual typology and to the analog and digital tools used, avoiding errors that hinder or prevent understanding, reformulating and coherently organizing information and ideas from various sources and justifying their own opinions, on matters of relevance personal or public interest known to the students, making ethical use of the language, respecting intellectual property and avoiding plagiarism. (CCL1, CCL5, CP1, CP2, STEM1, CD2, CD3, CC3, CE1, CE3, CCEC3.1, CCEC3.2, CCEC4.2).</p>

Specific competence 3

3.1 Plan, participate and collaborate assertively and actively, through various supports, in interactive situations on topics of personal relevance or interest public known by the students, showing initiative, empathy and respect for the linguistic courtesy and digital etiquette, as well as the different needs, ideas, concerns, initiatives and motivations of the interlocutors, and offering explanations, arguments and comments. (CCL1, CCL5, PC1, STEM1, CD3, CPSAA3.1, CC3).

Specific competence 5

5.3 Register and reflect on the progress and difficulties of learning the foreign language, selecting the most appropriate and effective strategies to overcome these difficulties and consolidate learning, carrying out activities of planning one's own learning, self-evaluation and peer-evaluation, such as those proposed in the Portfolio European School of Languages (PEL) or in a learning diary, making those progress and difficulties explicit and sharing them. (CD3, CPSAA1.1, CPSAA4)

Learning Situations and Activities

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
<p>Activity 1: Who is Ray Bradbury?</p> <p>Activity 2: Research time!</p> <p>Activity 3: A pretty strange title.</p>	<p>Activity 1: Burning questions!</p> <p>Activity 2: Creating a glossary.</p> <p>Activity 3: Time to play!</p>	<p>Activity 1:The Butterfly Effect</p> <p>Activity 2: Changing the course of events.</p> <p>Activity 3: Coevaluation.</p>	<p>Activity 1: A little reflection.</p> <p>Activity 2: The most useful technological advance!</p> <p>Activity 3: Time to shine.</p>	<p>Activity 1: Listening jigsaw.</p> <p>Activity 2: creation of Taboo game.</p> <p>Activity 3: Taboo.</p>	<p>Activity 1: Speak up!</p> <p>Activity 2: You are the protagonist!</p>	<p>Activity 1: Explanation of the final task.</p> <p>Activity 2: Gathering information.</p> <p>Activity 3: Creating an infographic.</p>
<p>Attention to diversity</p> <p>There are no students in the class in which this didactic unit will be developed who need a methodological or curricular adaptation. However, all the activities could be adapted if necessary.</p>						

Session 1:

This session will be held before the students have started reading “A Sound of Thunder”. Therefore, these activities will consist of pre-reading activities. As the two short stories are written by the same author, this session will be dedicated to the students getting to know the author and practising their digital competence by learning to look up specific information on the internet by responding to a questionnaire. In addition, they will also practise to synthesise information as they will have to make a brief summary of all the information gathered in the questionnaire. There will also be a creative writing activity in which students will give free rein to their imagination trying to guess the plot of the first short story providing the first three sentences of the short story according to the title.

Activity 1		
Title: Who is Ray Bradbury?	Type: warm-up	Timing: 15 minutes
Class management: Whole class and in pairs.	Resources: digital whiteboard, projector, speakers.	
Description of the activity: Students will listen to a short video that lasts about 3 minutes on Youtube. The video will be played twice. After this, they will talk for 5 minutes in pairs about what they understood from the video and their opinion about it, if there is anything they found interesting or not. For example, the strange encounter Ray had with a magician who claimed to be his friend in another life. Afterwards, there will be a 4-minute debriefing. <i>YouTube:</i> https://youtu.be/t-eoEUOvb-4 ¹		

¹ Biography [Biography]. (2019, 6 June) Ray Bradbury Vividly Recalls His Own Birth [video].<https://youtu.be/t-eoEUOvb-4>

Activity 2 [Appendix 1 and 2]		
Title: Research time!	Type: Reinforcement	Timing: 20 minutes
Class management: In pairs		Resources: Chromebooks
Description of the activity:		
<p>In pairs, students should look for more information about Ray Bradbury. They should look for information on different points to answer a questionnaire provided by the teacher via online. This way, students will learn to look up for specific information on the internet. The main information they should look for is:</p> <p>Answer the following questions in full sentences:</p> <ul style="list-style-type: none"> ● When did Bradbury’s professional career start? ● Why did Bradbury decide to write? ● Has he had any job apart from being a writer? ● Why are libraries important to Bradbury? ● With what work did he become famous? ● What are his most well-known works? ● What genres does he write about? ● What are his most recurrent themes? ● How many prizes has he won? ● When and why was Bradbury awarded the Pulitzer Prize? ● Fun Fact! Regarding your research, have you found anything interesting about his life or his career as a writer? ● Make a summary about all the information you have gathered in around 100 words. <p>In order to carry out this activity faster, each member of the pair can focus on different questions and, once they have answered all the questions, they can do the summary together.</p>		

They will have 20 minutes to complete this task, find this information and make the summary. Afterwards, they will have to upload the questionnaire completed via online.

Activity 3 [Appendix 3, 4 and 5]		
Title: A pretty strange title.	Type: reinforcement	Timing: 15 minutes
Class management: Whole class and groups of 4 students.	Resources: Padlet.	
Description of the activity:		
<p>The teacher will put on the board the title of the first short story they have to read (“A Sound of Thunder”) based on what they already know about the author and their imagination, they have to guess what the plot of the story will consist of. There will be a 4-minute group discussion about the students’ ideas. After this, the teacher will split the class in groups of 3 and mention two words that appear in the story (T-Rex and time machine). The groups will have 6 minutes to think again about the plot of the story and write the first 3 lines of the story and write in on Padlet. Afterwards, they will comment on each other’s beginnings of the story for about 6 minutes and choose the best one all together.</p>		

Session 2:

This is the first session dedicated entirely to “A Sound of Thunder”. The main objective of this session is to confirm that the students have understood the reading through a game called “burning questions” based on questions about the plot. This activity will also serve as a reminder of what they have read. In addition, the focus will also be on the acquisition of vocabulary through the elaboration and implementation of online flashcards created by the students themselves. Therefore, this second session will work on several competences such as digital competence, written and oral production as well as interaction.

Activity 1 [Appendix 6 and 7]		
Title: Burning questions!	Type: warm-up	Timing: 15 minutes
Class management: Groups of 4 students.	Resources: Printed board cards with the questions and board cards with the answers, a small ball.	
Description of the activity: For this activity, the class will be split into groups of 4 students. This activity will consist of a small contest in small groups. Each group will also be divided into pairs and they will have to play against the other pair in their groups. The game will consist of answering several questions that the teacher is going to provide to them. They will have 10 seconds to read each question; once the time is up they will have to answer. There are no established turns, the first pair in catching the ball will answer. If the answer is correct they will get a point, if it is not, the other group can answer and get a point if they know the correct answer. They can check the answers once the pair has answered. The answers to each question will be on a separate sheet with the number of the question to which it corresponds on one side and the answer on the other.		
Some of the questions are the following.		
<ol style="list-style-type: none">1. Who is the President?2. In what year is this story set?3. What are the names of the main protagonists?4. What do they want to hunt?		

5. Who stepped out of the path?
6. What is Safari?
7. Why do they want to hunt a T-Rex?
8. Why was the future changed?
9. Who is Eckels?
10. Why was it safe to kill the T-Rex but not the butterfly?

This activity will last 15 minutes.

Activity 2		
Title: Creating a glossary.	Type: Reinforcement	Timing: 15 minutes.
Class management: Groups of 5.	Resources: Chromebooks, access to quizlet.com via Internet.	
Description of the activity:		
<p>Students will choose 15 terms that they find complex, complicated or they do not understand and provide a definition by looking up the terms in their Chromebooks and choosing the definition (if they find more than one) according to the context of the short story. If it is needed, they can look the information up in online dictionaries such as Cambridge Dictionary. They will have to state the categorization of the word (verb, adverb, adjective, noun) and provide the definition. The next example will be given by the teacher:</p> <ul style="list-style-type: none"> ● Phlegm (noun): a thick substance that can be found in your nose and throat when you have a cold. <p>Once they have chosen the definition, they have to elaborate the flashcards with quizlet.com. They have to write the term on one</p>		

side and the definition of the other. That way, when they click on it they will see the meaning. Once they have created the flashcards, they have to share it with the teacher.

Activity 3 [Appendix 8]		
Title: Time to play.	Type: Reinforcement	Timing: 20 minutes.
Class management: Groups of 5.	Resources: Chromebooks, access to quizlet.com via Internet.	
Description of the activity:		
For this last activity, the groups have to exchange their flashcards with the groups behind them and play with them trying to provide the meaning or definition of the words their classmates have selected. In addition, they will not get a point unless they provide an example sentence including that word. That is, they have to put in practise their knowledge.		

Session 3:

This is the second session dedicated solely to “A Sound of Thunder”. In this session, the concept of The Butterfly Effect will be worked on and used to develop different skills of the students, especially writing through a creative writing activity and oral production. In addition, the contents of the conditionals will be remembered and refreshed since the creative writing activity (as will be explained later) will imply the use of this tense.

Activity 1 [Appendix 9 and 10]		
Title: The Butterfly Effect	Type: Warm-up	Timing: 20 minutes

Class management: Groups of 3.	Resources: Chromebooks, digital whiteboard, projector.
---------------------------------------	---

Description of the activity:

The aim of this activity is for students to understand what is known as the butterfly effect, a concept that appears in the book. To introduce this activity, the teacher will show the image of a butterfly on the digital whiteboard and ask them what this image has to do with the story. Students should briefly answer that stepping on a butterfly caused the future to change in the story. After this, the teacher will mention that this fact is related to the so-called butterfly effect. They will be asked to do a little research on this concept in groups of 3 to answer the first two questions; to answer the rest of them they should reflect on each one and share their thoughts with each other. And, at the end, they will have to comment on what they have found and give an opinion on it.

The groups should answer the following questions:

- In your own words, give a definition of what is the Butterfly effect concept.
- When did this term first arise?
- Do you think that the small decisions we make every day have an impact on our future?
- If we extrapolate this theory (cause-effect) to a more ethical framework, do you think that our actions and how we behave towards other people have consequences in the lives of others (for instance, taking into account other people's feelings and having responsibility)? Give an example and explain it.
- Can you think of an example where a seemingly insignificant event has had unimaginable consequences? It could be from any field: history, medicine, science... An example might be the belief that the Black Death was caused by a rat that arrived in Europe on a ship from Asia. This caused a very high number of deaths.

They will have 10 minutes to discuss the different questions together and, once the time has passed, there will be a debriefing for another 10 minutes where everyone will share their thoughts in a class discussion.

Activity 2 [Appendix 11]

Title: Changing the course of events	Type: Reinforcement	Timing: 20 minutes.
Class management: Groups of 3.		Resources: internet access, chromebooks, gmail
<p>Description of the activity:</p> <p>Since the previous activity deals with the concept of the Butterfly effect and how a change of decision can alter the future, for example, this activity will deal with creative writing by considering how the story would have unfolded if a certain event had not happened or had unfolded differently.</p> <p>The teacher will think of three hypothetical situations based on the plot of the book and will give each group of 3 a hypothetical situation based on the plot of the short story. The students will have to write how the story follows from the hypothetical statement via email. In other words, they will take it in turns to write, starting with the leftmost and moving to the right (or as they see fit). There will be two turns of 1 minute maximum and 30 seconds between turns to send the emails. They must use the conditional tense at least once per turn. In this way, as well as practising creative writing, students will refresh their knowledge of the conditional.</p> <ul style="list-style-type: none"> • What would have happened if the protagonist stuck to the established path? • What would have happened if Keith hadn't won the elections? • What would have happened if Eckels hadn't panicked? 		

Activity 3 [Appendix 12]		
Title: Coevaluation	Type: Reinforcement	Timing: 10 minutes.
Class management: Groups of 3 students.		Resources: Chromebooks, pbwiki.

Description of the activity:

Coevaluation online. The teacher will upload a word file to PBwiki and once every group has finished, they will have to exchange their stories. The other group should check if the tense used is well-written as well as to advise what they could improve and what they have liked about it. Then, they will give the stories to their author and one member of the group should upload the word file to his pbwiki site with the name of the members of the group.

Once this activity is over, the teacher will remind them that they have to read the next short story, “The Pedestrian”, at home for the next session which is on Friday.

Session 4:

This session is the last session dedicated solely to “A Sound of Thunder”. This activity will use the theme of new technological advances (which appears in the short story through the invention of the time machine) as a way to work on and develop students’ skills. This session will be more focussed on developing the interaction between the students and the oral production.

Activity 1 [Appendix 13]		
Title: A little reflection	Type: warm-up	Timing: 10
Class management: whole class		Resources: digital whiteboard, projector
Description of the activity:		
<p>This first activity will serve to put the students in context about what this session will be about: new technological advances. They will be asked to answer a series of questions in which everyone will have to share their opinion.</p> <p>The questions will be the following:</p> <ul style="list-style-type: none"> ● What is the technological advance that can be found in the story? ● In what way do you think the author sees new technological advances if we take this object as a symbol of it? In a positive or negative way? Why? ● Do you think this object could have a positive use? Think of one. 		

Activity 2 [Appendix 14]		
Title: The most useful object!	Type: Reinforcement	Timing: 15 minutes
Class management: groups of 3.	Resources: Chromebooks, digital whiteboard, projector.	
<p>Description of the activity: In this activity, students are asked to carry out a short research project. They should research the latest technological advances in any field such as medicine or digital (e.g. new vaccines, the creation of A.I. such as Chat Gpt) and choose one. Once they have chosen one, they should argue why this technological advance has useful and positive aspects as well as negative aspects that can range from how it has come to be created (does the end justify the means?) to the negative use that can be made of it. This activity will be carried out in groups of 3 people.</p>		

Activity 3 [Appendix 15]		
Title: Time to shine!	Type: Reinforcement	Timing: 25 minutes
Class management: Group of 3 people.	Resources: None.	
<p>Description of the activity: The groups will have to make a short and brief presentation about their chosen technological breakthrough. They should mention the following three aspects that they have worked on in their previous activity:</p> <ul style="list-style-type: none"> ● Explain very briefly the technological advance in question. ● Positive aspects 		

- Negative aspects

Each group will have a maximum of two and a half minutes to make the presentation. The aim of this activity is for students to realise that all that glitters is not gold and that although technological advances can be useful, they also have a negative side.

Session 5:

This will be the first session dedicated exclusively to “The Pedestrian”. This session has several objectives. On the one hand, the aim is to work on oral comprehension and to confirm that the students have understood the events of the short story through digital competence, as well as the skills of listening comprehension, written expression and interaction. On the other hand, the aim is to work on the language used in the story so that students can include it in their linguistic repertoire through the Taboo activity.

Activity 1 [Appendix 16]		
Title: Listening jigsaw.	Type: Warm-up	Timing: 20 minutes.
Class management: Individual	Resources: access to Internet, YouTube, speakers, headphones, mobile phone, digital whiteboard.	
<p>Description of the activity: This activity will consist of a jigsaw puzzle, but instead of providing the written paragraphs as usual, the information will be provided through audio. For the correct development of the activity, the class will be divided into groups of 5 people. The students will listen to several pieces of the short story read by Justin Thomas James. <i>YouTube:</i> https://youtu.be/KtpDc3ySSbw²</p> <p>The students have to take notes of what is being narrated and, after listening twice, they have to put the pieces of audio in the correct chronological order. The teacher will have 6 different audios posted on the pbwiki platform in QR codes that students have</p>		

² James, J.[Justin James]. (2017,12 abril). The Pedestrian - Ray Bradbury [video]. <https://youtu.be/KtpDc3ySSbw>

to scan. The teacher will give each group a small photocopy with a number on one side and two words on the other. The number refers to the number of audio files they have to listen to. Each member of the group has to memorise the audio paying attention to learning the terms they have in the card, which could be the most difficult words or new vocabulary. If they have read the short story properly, they should know the meaning of the vocabulary used. They have eight minutes to memorise what they have written in their papers. Afterwards, the groups will be changed and new groups are going to be created. There have to be different numbers in each new group from 1 to 6. Taking turns, each member of the group has to tell the others their part of the story without reading it and bearing in mind that they have to use the two terms that were written on their card. Once they have all spoken, they will have to order the sequence of events. But not in the sequence of appearance in the reading. This second part of the activity should take around fifteen minutes.

Note: In order to carry out this activity correctly, the teacher will have previously downloaded the audio from YouTube and cut it into different parts with the Audacity application in order to upload it to the PBWiki platform.

Activity 2 [Appendix 17 and 18]		
Title: Taboo creation	Type: reinforcement	Timing: 15 minutes
Class management: Group of 5 students.	Resources: printed taboo playing cards.	
Description of the activity:		
<p>This activity will consist of the creation of cards from the Taboo game. This taboo will be personalised because it will be the students themselves who will create it based on the vocabulary of the short story “The Pedestrian”. The class will be divided into groups of 5 students and they will have to look up 10 terms from the short story. The teacher will provide them with ten printed sheets of paper on which they should write the word from the chosen text at the top in large letters and two or three words below that cannot be used to describe it. After the end of the activity, the teacher will collect the games.</p>		

Activity 3

Title: Taboo	Type: reinforcement	Timing: 15 minutes
Class management: Group of 5 students.	Resources: printed taboo playing cards.	
Description of the activity: This activity will consist of putting the previous activity into practice, the teacher will hand out a set of cards to each group. Each group should have a different set of cards to the one they created. This activity consists of playing Taboo. One member of each group chooses a card and has to explain it or give a definition, trying to get someone to guess it, but cannot use the forbidden words (the two or three words that appear below the main one). Whoever guesses the word first wins and it is their turn.		

Session 6:

This session is the last session dedicated solely to “The Pedestrian”, the aim of this session is for students to reflect on different themes that appear in the short story and to be critical in linking and being able to identify certain patterns similar to reality. In this session, they will work on digital competence, linguistic competence and civic competence. Several competences will be worked on because the topics covered are varied. In other words, students' critical thinking will be encouraged and developed. In addition, through the use of these topics and as a complement to learning, they will work on interaction skills by having to exchange opinions with their classmates, oral production and writing by having to express their opinions in writing.

Activity 1 [Appendix 19]		
Title: Speak up!	Type: Reinforcement	Timing: 30 minutes
Class management: Groups of five students and individual activity.	Resources: projector, digital whiteboard, Chromebooks.	

Description of the activity:

This activity will be carried out in groups of 5 students. This activity will consist of the reflection upon different topics such as the importance of literature and reading and the dehumanisation thanks to technological advances. These topics will be introduced by some paragraphs taken from "The Pedestrian". Students should share their opinion on these topics and relate these aspects to real life.

The paragraphs or excerpts taken from the short stories are the followings:

- "Leonard Mead," he said. "Speak up!" "Leonard Mead!" "Business or profession?" "I guess you'd call me a writer." "No profession," said the police car, as if talking to itself. The light held him fixed, like a museum specimen, needle thrust through chest. "You might say that, " said Mr. Mead. He hadn't written in years. **Magazines and books didn't sell any more.**

In this very first paragraph, students will be asked to reflect on the importance of literature.

- Would they like a world without it?
 - Do they think that we will ever reach that?
 - They should reflect about what literature can offer. Is it for academic purposes only?
- The tombs, ill-lit by television light, **where the people sat like the dead**, the gray or multicolored lights touching their faces, but never really touching them.

In this second paragraph, students will be asked to reflect upon the addiction to technology and its dehumanisation. In the short story, this is the second time that Mr. Mead mentions the inhabitants of the unnamed city. The two times people are mentioned they hide a criticism. In the first, it is said that Mr. Mead has not met a single person in the street during the several years he has been out walking. In the second, it is not mentioned positively either.

- What do you think the author wants to criticise with all this?
- Do you think we will reach a world in which people are more concerned with the fictional world than the real one?
- Could this not be a reflection of a possible future? Nowadays it is not uncommon to find a group of friends in which everyone is on their mobile phones without talking or to find someone who is more concerned with Instagram likes than anything else.

The activity will take place as follows. The teacher will put the first paragraph with a series of questions on the projector. The groups will have to reflect and exchange opinions on it for 3 minutes. Once this time has elapsed, there will be an in-class discussion where the students will have 12 minutes to share their opinion, reflection and/or the conclusion they have reached.

Activity 2 [Appendix 20]		
Title: You are the protagonist!	Type: reinforcement	Timing: 20 minutes
Class management: Individual activity.	Resources: Chromebooks, digital whiteboard, projector.	
<p>Description of the activity:</p> <ul style="list-style-type: none"> • Where are you taking me?" The car hesitated, or rather gave a faint whirring click, as if information, somewhere, was dropping card by punch-slotted card under electric eyes. "To the Psychiatric Center for Research on Regressive Tendencies." <p>Imagining that this would have been the ending of the story and taking into account how you think the character feels at this moment, write a monologue as if you were the character about why this situation is unfair and how you feel about it. The theme of the monologue could be coercion or lack of freedom of expression and movement (they are not free in a society ruled by machines). The length should be short, about 100-150 words and it has to be uploaded to pbwiki.</p> <p>HW: As homework, students should comment on the entry of at least one of their classmates and give their opinion on it.</p>		

Session 7:

This session will be the last session of this didactic unit. As 10th of April is Science and Technology Day, this session will focus on reflecting on the latest technological advances as this is a central theme in both texts, as it is a central theme in both readings. It is also intended to get students to reflect on the use of technology today and their own use of it. In addition, they will work on oral competence,

interaction and written production.

Activity 1 [Appendix 21]		
Title: Explanation of the final task	Type: wrap-up	Timing: 5 minutes
Class management: groups of 5 students.	Resources: projector, digital whiteboard.	
Description of the activity: The final activity will consist of an infographic on each of the following topics: wearable technology, artificial intelligence and social networks. Each of the infographics should respond to the following points: <ul style="list-style-type: none">• Positive aspects of such technological advancement• Negative aspects• Conclusion on what has been read, establishing a suggestion for a correct use of this technological advance. The activity will be developed in the following way: First, the class will be divided into 6 groups of 5 students each. The teacher will distribute the three topics to the six groups but it will not be the same topic, some will have to look for positive aspects of technological progress and others for negative ones. They will have to look for these on the Internet and, once completed, they will meet with the other group that has the same technological advance. Together they will have to share the information gathered and reach a conclusion and establish a suggestion for its correct use. All this information should be captured in the infographic.		

Activity 2

Title: Gathering the information.	Type: reinforcement	Timing: 15 minutes
Class management: Groups of 5 students		Resources: projector, digital whiteboard, Chromebooks.
<p>Description of the activity: For this activity the class will split into 6 groups of 5 students each. The teacher will distribute the three topics (wearable technology, artificial intelligence and social networks) to the six groups but it will not be the same topic. One group will have to look for positive aspects of technological progress and the other with the same technological advance for negative ones. They will have to look for these on the Internet in their Chromebooks. They will have 15 minutes to do the research and gather the information.</p>		

Activity 3 [Appendix 23]		
Title: Creating an infographic.	Type: reinforcement	Timing: 30 minutes
Class management: Groups of 10 students		Resources: notes from the previous activity, cardboard provided by the teacher, pen and markers.
<p>Description of the activity: Students must form 3 groups according to the topic that they have touched within their group from the previous activity. In such a way, they will form 3 groups of 10 people. Students should exchange and talk about the information they have found. They will have to write the most important information they have found on a piece of cardboard that the teacher will give them at the beginning of the activity.</p> <p>In this way, at the end of the class, the students will have prepared an infographic on the negative and positive aspects of technological advances as well as how to use it correctly which can be displayed in the classroom by hanging on the wall.</p>		

3.7 Assessment

According to the DECRETO 40/2022, chapter IV, the evaluation should not consist of a single evaluation test. For that reason, assessment in this teaching unit will be carried out using a variety of tools such as rubrics and even peer-evaluation. In addition, assessment will be carried out on a continuous basis, so that learners are aware of their progress and where they could improve. Furthermore, thanks to all this, students will achieve a more complete learning and the evaluation process will be more objective. In addition, the students' performance, effort, and attitude will also be assessed.

Apart from that, the teacher provides the students with the required resources, and what is more, real materials —authentic literature— to improve and ease the process of acquisition; also, the teacher will guide and make the corrections that are necessary so the students' mistakes will not be fossilised. For this purpose, the teacher will use a diary in which he/she will make notes of each student's performance, taking into account different “can do statements” during each lesson. By doing this, the teacher can also perceive if this teaching unit is suitable for the first year of Bachillerato or if any activity should be changed or improved. In addition, there is some coevaluation (peer assessment activity) in which students will have to evaluate each other in order to develop a critical sense; moreover, they will be able not only to realise which mistakes a classmate made, but also to reinforce their knowledge, and as a consequence, they are going to be able to acquire the second language in a better way. I must as well point out that, due to the fact that most activities throughout the unit will be carried out in groups, most of the assessment will also be done as a group. In addition, there will be several writing activities which the teacher is going to collect in order to evaluate and to see the student's progress. All the activities carried out online such as the Online Flashcards will be shared with the teacher.

On the other hand, several of the crossed contents included in the LOMLOE appear in this teaching unit, such as digital, linguistic and citizenship competences. The digital competence will be developed throughout many activities such as learning to create and play with Online Flashcards as well as use resources such as Padlet. Regarding citizenship competence, during the development of the sessions, students will reflect about some issues such as the dangers of technological advances and its dehumanisation and the importance of literature which can be

observed in both short stories in which the teaching unit is based on. The linguistic competence is one of the main focuses of the teaching unit and it will be developed in all the activities. For this reason, another aspect that will be assessed by the teacher is whether or not each of the students has made progress in the acquisition of key competences worked during this teaching unit.

- **Competence in linguistic communication.** Students will be asked to read two short stories and complete several activities based on them so they will be exposed to written language and it will indubitably lead to an improvement in their written skills. But not only that, many activities will focus on oral skills among others.

- **Multilingual competence.** Students will be reminded that all the activities should be carried out using English. They will also receive daily input from the teacher and, in addition, students will not be able to use their L1.

- **Digital competence.** Throughout this proposal, students will be asked to produce materials using various apps and websites, such as Padlet and PBwiki. Given the relevance of the TICs in the 21st century and the lack of knowledge that the students sometimes have about them, it is important to show students the educational tools available to them.

- **Personal, social and learning to learn competence.** Students will learn how to use their critical thinking so as to present their ideas in an in-class discussion and to find necessary information for a task. Furthermore, students will also reevaluate their views on issues like technology, society and freedom, thus developing the personal and social aspects of this competence. In addition, students should learn how to manage conflict situations through mediation that may arise during the course of collaborative work.

- **Cultural awareness and expression competence.** Students will carry out various creative writing activities in which they will be able to express their ideas as well as exchange their opinions on different topics through class discussions and group activities. By doing so, their expression competence will be fostered.

- **Citizenship competence:** Students will foster this competence as they will carry out

several group activities so they will have to interact with each other with respect and they will work on the exchange of opinions and decision making. Moreover, they will reflect on current affairs such as freedom and the correct usage of technology.

More specifically, the assessment will be as follows:

- **Teacher's diary by observation (35%).** In this section, group activities will be evaluated above all, so what will be taken into account is the development of the different tasks. Aspects such as understanding of the statement, interaction with classmates, proposing and exchanging opinions and ideas will be taken into account. In addition, the different competences mentioned previously in this section will also be assessed to determine whether or not they have been acquired.
- **All the writing done will be collected by the teacher (35%).** In this aspect, the results of tasks that have had to be developed in written form on paper or online in the form of essays will be evaluated. Results involving the creation of something like Online Flashcards will also be assessed and everything uploaded to PBWiki.
- **Infographic about the correct usage of technology advances (30 %).** This final task will take into account the collaborative participation of the students, that they have understood the instructions correctly and that they have found the information they were asked for.

4. Conclusion

The main objective of this dissertation has been achieved, to show the effectiveness of using literature as an educational tool to reinforce the reception and production skills of the students. Firstly, the theoretical framework has been explained, in which the evolution of the role of literature as an educational tool throughout history has been explained. It has been stated that this idea is not a new one, just its methodology can be different. Also, a classification of literary works that can be introduced in the classroom has been stated—authentic literature and non-authentic literature—. Advantages and disadvantages of both of them have been mentioned but it has been determined that the usage of authentic literature has a really key benefit for the students—they feel they are learning real language in a real context as well as feeling more motivated due to that very same fact, among others—. It has been discussed which genres are better for working in the classroom due to its themes, length and taking into account the syllabus and the amount of time which could be dedicated for it. For that reason, it has been exposed that short stories are the fittest taking into account all the aspects mentioned above. It has also been discussed that not only is it important to keep in mind which genre would fit best but, among the genre selected, choose the one that could fit the most according to the level, maturity and experiences of each group.

After exposing all this, a teaching proposal has been created in order to demonstrate all the aspects mentioned above. Two short stories—“A Sound of Thunder” and “The Pedestrian”—have been used to design this teaching proposal. Both short stories have a similar complexity level in terms of vocabulary and grammar as well as similar themes such as technology advances around which students can reflect on and they can serve as a way of communication. The activities created either from The Language Model and Personal Growth model such as Online Flashcards and in-class debates have shown that the introduction of authentic literature—specifically, short stories—in the syllabus is not only possible but effective. In addition, the integration of both models reach a more complete learning due to the fact that students not only will observe and analyse the language used but also they will be able to put it into practice giving their opinions and reflections on different themes. This dissertation has shown that teachers should be encouraged to include authentic short stories in their syllabus due to its benefits even though it can be more tiring for them as they will have to dedicate a certain amount of time to its selection leading to a really effective learning.

5. Bibliography

- Agustín Llach, M. P. (2007). Teaching language through literature: The Waste Land in the ESL classroom. *ODISEA Revista de estudios ingleses*, 8. <https://doi.org/10.25115/odisea.v0i8.90>
- Ali, S. (1993). The reader-response approach: An alternative for teaching literature in a second language. *Journal of Reading*, 37(4), 288-296.
- Babae, R., & Yahya, W. R. B. W. (2014). Significance of Literature in Foreign Language Teaching. *International Education Studies*, 7(4), 80-85.
- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2).
- Biography [Biography]. (2019, 6 June) Ray Bradbury Vividly Recalls His Own Birth [video]. <https://youtu.be/t-eoEUOvb-4>
- Bradbury, R. (2013). "The Pedestrian." In *Bradbury Stories: 100 of His Most Celebrated Tales*, (pp. 600-603). Perennial ed.
- Bradbury, R. (1962). "A Sound of Thunder." In *R is for Rocket.*, (pp. 79-93) Doubleday & Company, Inc.
- Brumfit, C. J. and Carter, R. A. (1986). *Literature and Language Teaching*. Oxford: Oxford University Press.
- Carter, R. and Long, M. (1991). *Teaching literature*. London: Longman.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: a Resource Book of Ideas and Activities*. Cambridge: CUP.

- Claridge, G. (2005). Simplification in graded readers: Measuring the authenticity of graded texts. *Reading in a Foreign Language*, 17(2), 144-158.
- Erkaya, O. R. (2005). Benefits of using short stories in the EFL Context. *Asian EFL Journal* (8), 1-13.
- Gilmore, Alex. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97 - 118. doi:10.1017/S0261444807004144.
- Hammad, I. (2012). Could questions be answers? The personal growth method in the teaching of English literature to EFL learners. *International Journal of Arabic-English Studies*, 13(1), 103-114.
- Hill, Jeniffer. (1994). *Using literature in language teaching*. London: Macmillan.
- Hwang, D., & Embi, M. A. (2007). Approaches employed by secondary school teachers to teaching the literature component in English. *Malaysian Journal of Educators and Education*, 22, 1-23.
- James, J. (2017, 12 abril). The Pedestrian - Ray Bradbury [video]. <https://youtu.be/KtpDc3ySSbw>
- Khatib, M., Rezaei, R., Derakhshan, A. (2011). Literature in the EFL/ESL classroom. *English Language Teaching*, 4 (1), 201-208.
- Lazar, G. (2009). *Literature and Language Teaching: A Guide for Teachers and Trainers*. (19th ed.) Cambridge: Cambridge University Press.
- McKay, S. (2001). *Literature as content for ESL/EFL*. In M. Celce-Murcia, Teaching English as a second or foreign language (pp. 319-332). Boston: Heinle&Heinle.
- Mousavi, S. A., & Iravani, H. (2012). The effect of authentic versus non-authentic aural materials on EFL learners' listening comprehension. *English language and literature studies*, 2(1), 21.

- Morrow, K. (1977). Authentic texts and ESP. In S. Holden (Ed.), *English for Specific Purposes*(pp13- 17). London: Modern English Publications.
- Murdoch, G. (2002). Exploiting well-known short stories for language skills development. *IATEFL LCS SIG Newsletter* 23: 9-17.
- Nation, P., & Wang, K. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12(2), 155-161.
- Nematollahi, S., & Maghsoudi, M. (2015). The Effect of Authentic versus Non-Authentic Texts on Upper Intermediate Iranian EFL Learners' Vocabulary Retention. *English Language Teaching*, 8(12), 112-123.
- Pardede, P. (2011). Using short stories to teach language skills. *Journal of English teaching*, 1(1), 14-27.
- SANZ, M., and C. FERNÁNDEZ. 1997. *Principios Metodológicos de los Enfoques Comunicativos*. Madrid: Fundación Antonio Nebrija.
- Smokrovic, Boris, 2017. Butterfly on a yellow flower in macro. Wikipedia commons. https://commons.wikimedia.org/wiki/File:Butterfly_on_a_yellow_flower_in_macro_%28Unsplash%29.jpg
- Swaffar, J. K. (1985). Reading authentic texts in a foreign language: A cognitive model. *The Modern Language Journal*, 69(1), 15-34.
- Tseng, F. P. (2010). Introducing literature to an EFL classroom: Teacher's presentations and students' perceptions. *Journal of Language Teaching and Research*, 1(1), 53-65.
- Siao-cing Guo (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*, 5(8), 196-206.
- Wodinsky, M., & Nation, P. (1988). Learning from graded readers. *Reading in a Foreign Language*, 5 (1), 155-161.

Yimwilai, S. (2015). An Integrated Approach to Teaching Literature in an EFL Classroom. *English Language Teaching*, 8(2), 14-21.

Zerrin, E. R. E. N. (2004). The use of short-story in teaching English to the students of public high schools. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 26(26).

Legislative references

DECRETO 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León*, 190, de 30 de septiembre de 2022.

<https://bocyl.jcyl.es/boletines/2022/09/30/pdf/BOCYL-D-30092022-4.pdf>

Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato. *Boletín Oficial del Estado*, 82, de 6 de abril de 2022.

<https://www.boe.es/eli/es/rd/2022/04/05/243/con>

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, de 30 de diciembre de 2020.

6. Appendix

Appendix 1. Session 1, activity 2. Questionnaire projected on the digital whiteboard. Created by the author with Genially.

Research time! Now it is your turn

Answer the following questions in full sentences. Search the information using your Chromebooks:

- When did Bradbury's professional career start?
- Why did Bradbury decide to write?
- Has he had any job apart from being a writer?
- Why are libraries important to Bradbury?
- With what work did he become famous?
- What are his most well-known works?
- What genres does he write about?
- What are his most recurrent themes?
- How many prizes has he won?
- When and why was Bradbury awarded the Pulitzer Prize?
- Fun Fact! Regarding your research, have you found anything interesting about his life or his career as a writer?
- Make a summary about all the information you have gathered in around 100 words.

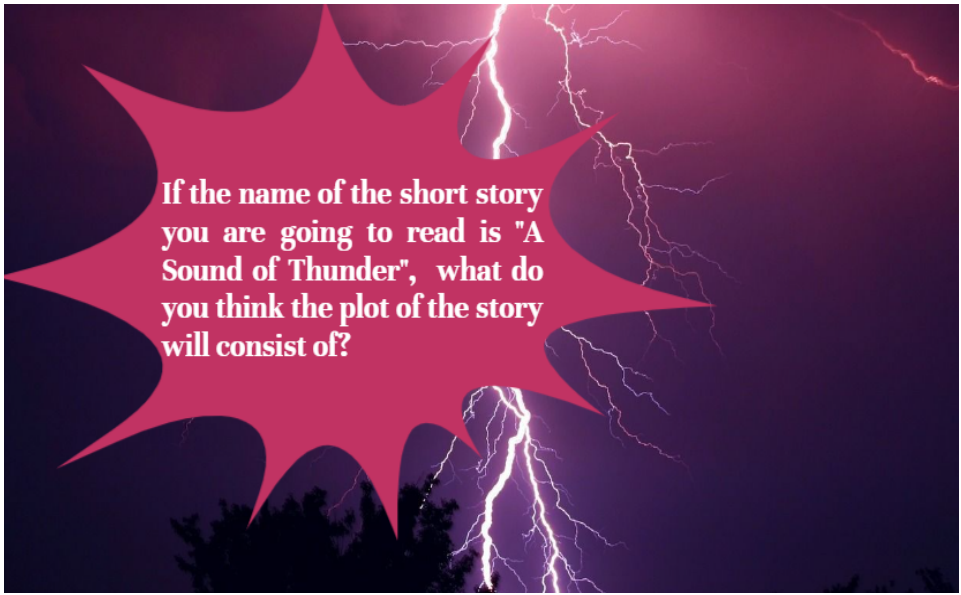
Appendix 2. Questionnaire online given by the teacher (the one the students have to complete and upload to PBWiki). Created by the author with Word.

QUESTIONNAIRE:

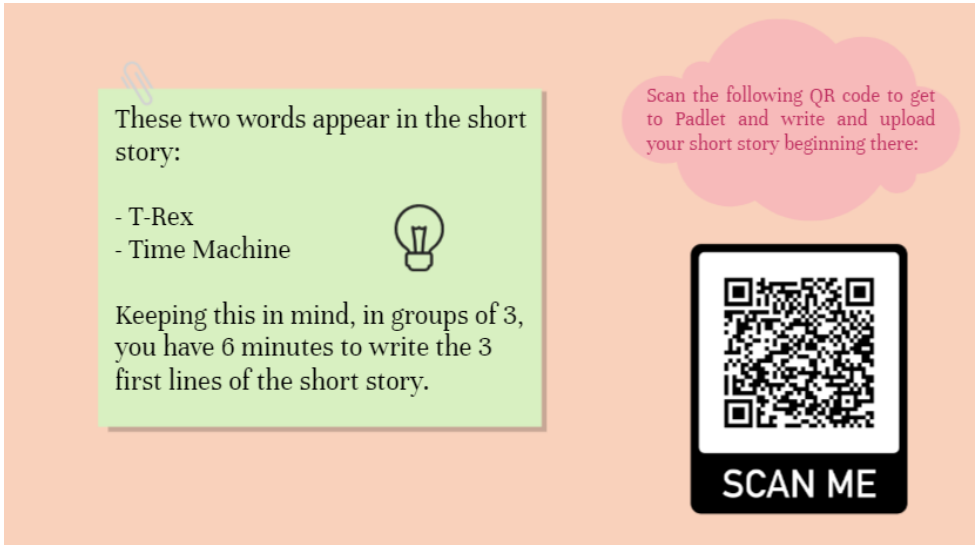
- When did Bradbury's professional career start?
Write your answer here.
- Why did Bradbury decide to write?
Write your answer here.
- Has he had any job apart from being a writer?
Write your answer here.
- Why are libraries important to Bradbury?
Write your answer here.
- With what work did he become famous?
Write your answer here.
- What are his most well-known works?
Write your answer here.
- What genres does he write about?
Write your answer here.

- What are his most recurrent themes?
Write your answer here.
- How many prizes has he won?
Write your answer here.
- When and why was Bradbury awarded the Pulitzer Prize?
Write your answer here.
- Fun Fact! Regarding your research, have you found anything interesting about his life or his career as a writer?
Write your answer here.
- Make a summary about all the information you have gathered in around 100 words.
Write your answer here.

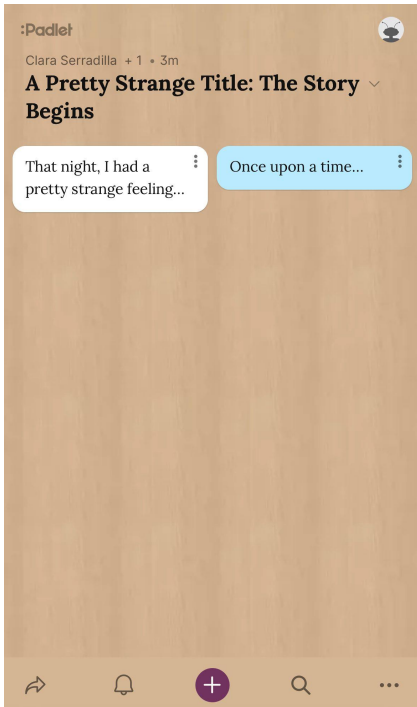
Appendix 3. Session 1, activity 3. Created by the author with Genially.



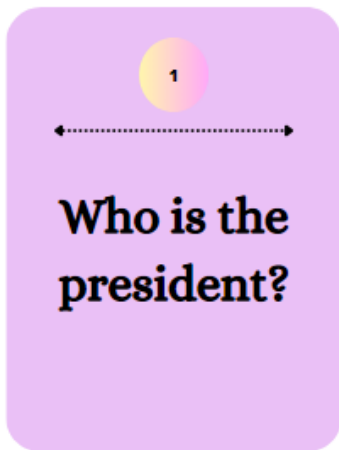
Appendix 4. Session 1, activity 3. Created by the author with Canva and QR Code generator.



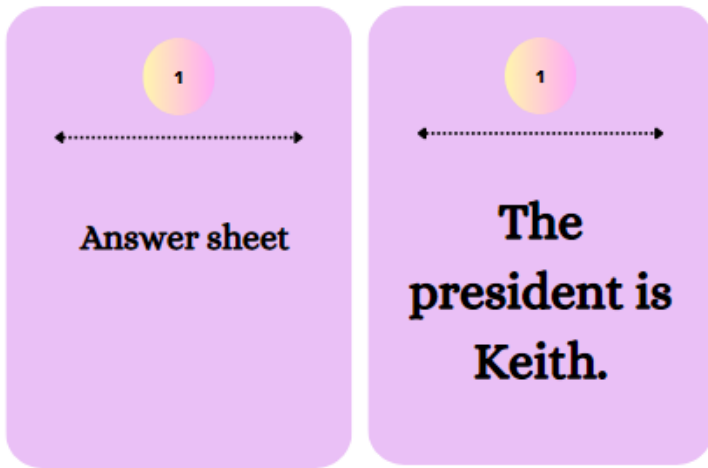
Appendix 5. Session 1, activity 4. Created by the author with Padlet.



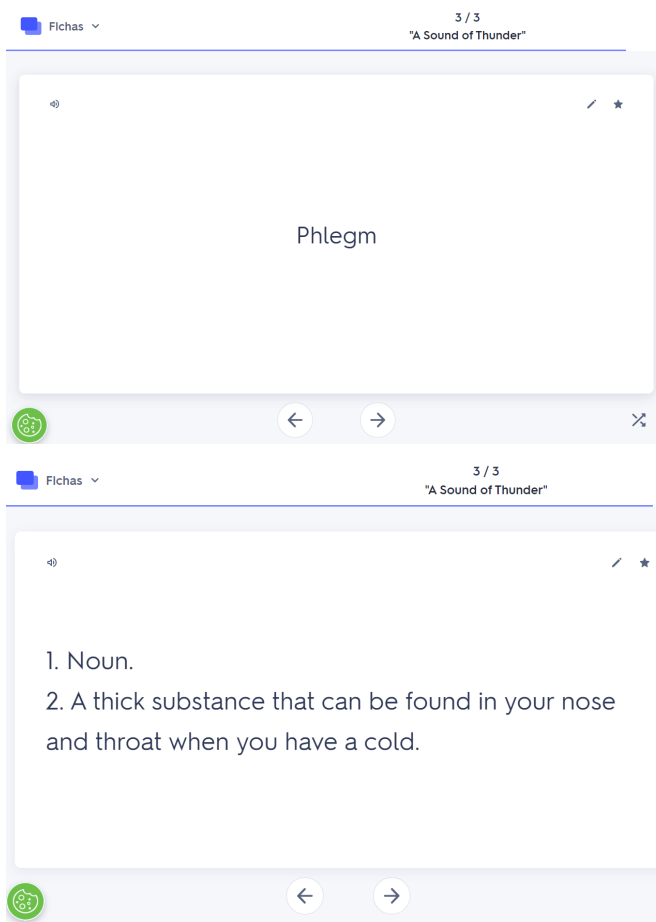
Appendix 6. Session 2, activity 1. Question card. Created by the author with Canva.



Appendix 7. Session 2, activity 1: Answer card, cover and reverse. Created by the author with Canva.



Appendix 8. Session 2, activity 2: Online Flashcards. Created by the author with Quizlet.com.



<https://quizlet.com/810324604/flashcards>

Appendix 9. Session 3, activity 1, part 1. Created by the author with Canva.

Why do you think this image is related to the short story you have read?



Smokrovic, Boris, 2017. Butterfly on a yellow flower in macro. Wikipedia commons. https://commons.wikimedia.org/wiki/File:Butterfly_on_a_yellow_flower_in_macro_%28Unsplash%29.jpg

Appendix 10. Session 3, activity 1, part 2. Created by the author with Canva.

The Butterfly Effect



Research a little bit and try to answer the following questions:

- In your own words, give a definition of what is the Butterfly effect concept.
- When did this term first arise?



Now, reflect about these questions with your classmates:

- Do you think that the small decisions we make every day have an impact on our future?
- If we extrapolate this theory (cause-effect) to a more ethical framework, do you think that our actions and how we behave towards other people have consequences in the lives of others (for instance, taking into account other people's feelings and having responsibility)? Give an example and explain it.
- Can you think of an example where a seemingly insignificant event has had unimaginable consequences? It could be from any field: history, medicine, science... An example might be the belief that the Black Death was caused by a rat that arrived in Europe on a ship from Asia. This caused a very high number of deaths.

Appendix 11. Session 3, activity 2. The three hypothetical situations the students have to write about. Created by the author with Canva.

Hypothetical situation. 1

What would have happened if the protagonist stuck to the established path?

Hypothetical situation. 2

What would have happened if Keith hadn't won the elections?

Hypothetical situation. 3

What would have happened if Eckels hadn't panicked?

Appendix 12. Coevaluation online. Session 3, activity 3. Created by the author with Word.

Names: Write your answer here.
1. Is the tense used correct and well-written? Choose an item.
Comment on it: Write your answer here.
2. Do you think the story is original? <input type="radio"/> Yes <input type="radio"/> No
3. What did you like most about the story? Comment on it. Write your answer here.
4. What aspects do you think can be improved? Comment on it: Write your answer here.

Appendix 13. Session 4, activity 1.

New Technological Advances

1. What is the technological advance that can be found in the story?
2. In what way do you think the author sees new technological advances if we take this object as a symbol of it? In a positive or negative way? Why?
3. Do you think this object could have a positive use? Think of one.

The infographic features a green background with a white cloud containing the title. Three orange rounded rectangles contain the questions. A dashed arrow points from question 1 to question 2. An illustration of a scientist in a white lab coat sitting at a computer workstation is positioned to the right of question 2.

Appendix 14. Session 4, activity 2. Created by the author with Canva.

The most useful object!


WANTED
Latest technological advances

1. Research the latest technological advances in any field such as medicine or digital (e.g. new vaccines, the creation of A.I. such as Chat Gpt).
2. Choose one technological advance and provide:
 - Its useful and positive aspects
 - Its negative aspects that can range from how it has come to be created (does the end justify the means?) to the negative use that can be made of it


The infographic has a green background. On the left is a 'WANTED' poster with a robot head illustration. On the right, two green arrow-shaped boxes contain the numbered tasks.

Appendix 15. Session 4, activity 3. Created by the author with Canva.


Time to shine!



1. Explain very briefly your chosen technological advance.



2. Its positive aspects.




3. Its negative aspects.

Appendix 16. Session 5, activity 2. Jigsaw game. Created by the author with PBWiki.


☆ **Jigsaw activity**
 last edited by Clara 0 minutes ago Page history

You can find the listening tapes here:


Audio 1:




Audio 2:



Audio 3:



Audio 4:



[Add Tags](#)
[Control access to this page](#)
[Copy this page](#)
[Check for plagiarism](#)

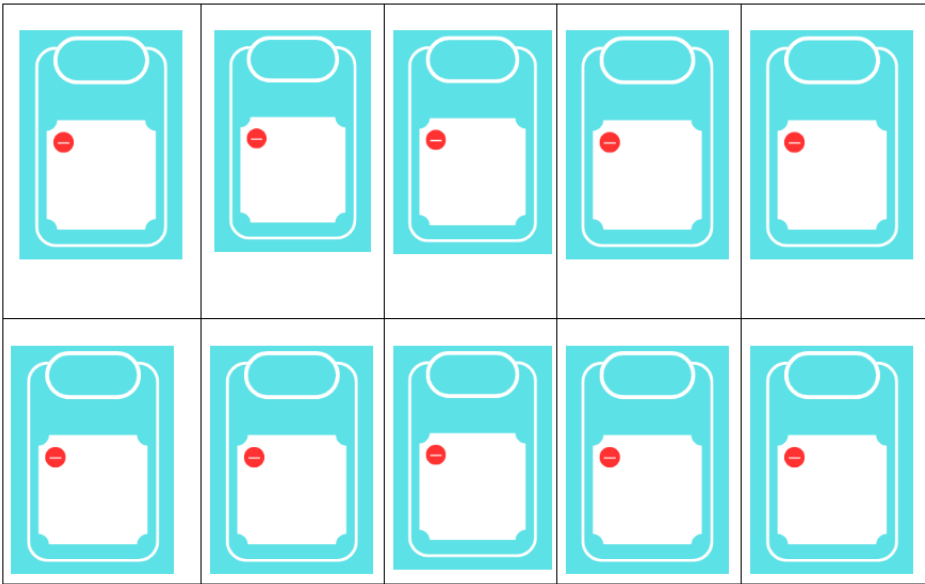
Navigator
 Class of 1st of Bachillerato ← back
 • Jigsaw activity
 • Monologue

Pages: No Files options

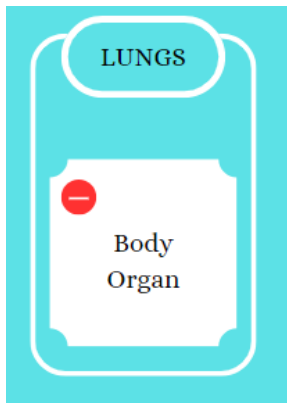
SideBar
 This is your Sidebar, which you can edit like any other page in your workspace.
 This Sidebar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.
[Edit the sidebar](#)

Share this workspace
 Add a new member to this workspace

Appendix 17. Session 5, activity 2. Printed game cards to create the game Taboo. Created by the author with Canva.



Appendix 18. Example of the result expected. Created by the author with Canva.



Appendix 19. Session 6, activity 1. PowerPoint presentation for the in-class discussion. Created by the author with Canva.

Speak Up

"Leonard Mead," he said. "Speak up!" "Leonard Mead!" "Business or profession?" "I guess you'd call me a writer." "No profession," said the police car, as if talking to itself. The light held him fixed, like a museum specimen, needle thrust through chest. "You might say that," said Mr. Mead. He hadn't written in years. Magazines and books didn't sell any more.

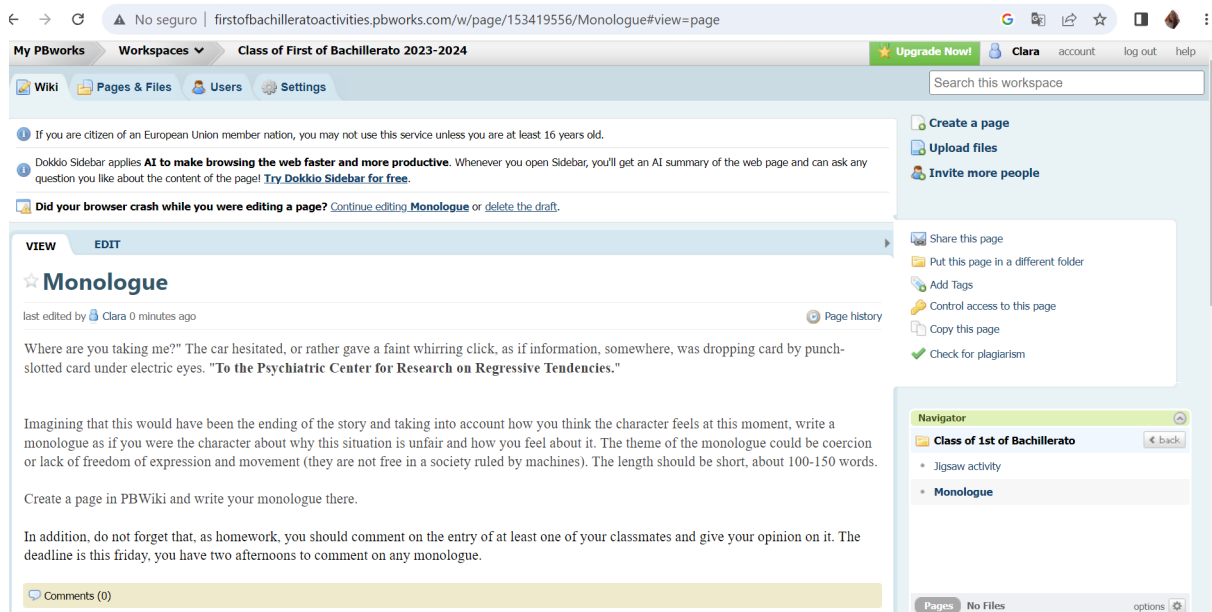
1. Would they like a world without it?
2. Do they think that we will ever reach that?
3. They should reflect about what literature can offer. Is it for academic purposes only?

Speak Up

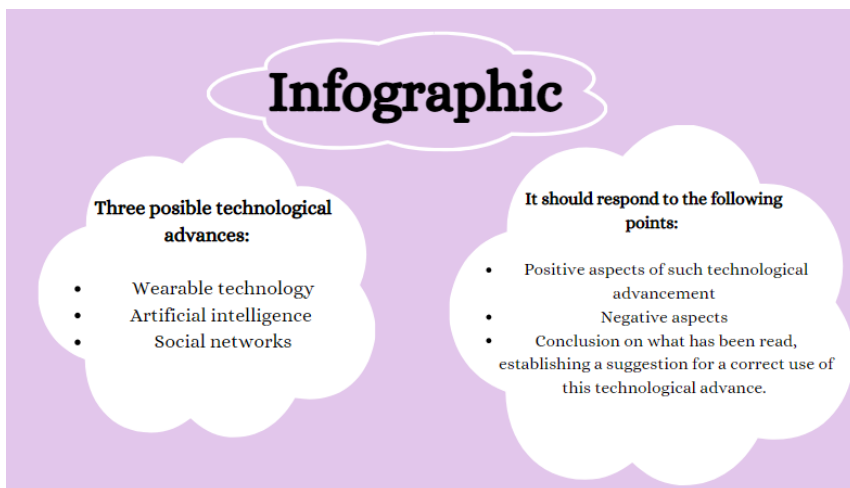
"The tombs, ill-lit by television light, **where the people sat like the dead**, the gray or multicolored lights touching their faces, but never really touching them".

1. What do you think the author wants to criticise with all this?
2. Do you think we will reach a world in which people are more concerned with the fictional world than the real one?
3. Could this not be a reflection of a possible future? Nowadays it is not uncommon to find a group of friends in which everyone is on their mobile phones without talking or to find someone who is more concerned with Instagram likes than anything else.

Appendix 20. Session 6, activity 2. Example of guidelines in PBWiki. Created by the author with PBWiki.



Appendix 21. Session 7, activity 1. Created by the author with Canva.



Appendix 22. Link to theteacher's PBWiki. Created by the author with PBWiki.
<http://firstofbachilleratoactivities.pbworks.com/w/page/153366558/Welcome%21>

Appendix 23. Session 7, activity 3. Rubric. Created by the author with Google Drive.

INFOGRAPHIC (35%)	EXCELLENT	GOOD	NEED IMPROVEMENT	LOW PERFORMANCE	PERCENTAGE
THE STUDENTS (GROUP ASSESSMENT)	4	3	2	1	
2.2 Presents the main ideas related to the positive and negative aspects.	Presents the main ideas related to the positive and negative aspects in a coherent manner.	The coherence is correct but improvement is needed in some aspects.	Does not present the main positive and negative aspects in a coherent manner.	Does not present the main positive and negative aspects of their technological advice..	33,3%
2.1 Use at least five terms related to its technological advance vocabulary to write the portfolio.	Use more than two terms related to their technological advance vocabulary.	Use two terms related to their technological advance vocabulary.	Use less than two terms related to their technological advance vocabulary.	Use no terms related to Use no terms related to their technological advance vocabulary.	33,3%
2.1 Express their opinion by using expressions such as “we believe, in our view, “from our point of view, as we see it” correctly.	Know how to use the different types of opinion perfectly.	Know how to use three types of opinion adequately.	Barely know how to use two types of opinion expressions. .	Only know and use one type of opinion expression.	33,3%

Appendix 24.“Can do statements” for lesson 1.Created by the author with Google Drive.

Session 1		
Activity 1:	YES	NO
1.1.1 The student identifies and understands at least one of the main ideas of the video.		
Activity 2:	YES	NO
1.1.1 The student identifies and understands the main ideas asked in the questionnaire. 2.2.1 The learner produces a coherent summary of previously collected information using a digital tool effectively. 3.1.1. Collaborates actively and assertively with his/her classmates by adding at least one suggestion.		
Activity 3:	YES	NO
3.1.1. Collaborates actively and assertively with his/her classmates by adding at least one suggestion.		