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**Master's Dissertation/
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**A SURVEY OF THE DIFFERENT
APPROACHES IN THE USE OF LITERATURE
FOR THE TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE. A SELECTION OF
TEXTS**

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Abstract

As the teaching and learning of English as a Foreign Language is gaining relevance day by day, the present document intends to develop a survey on the different approaches through which English can be taught using literary texts. Literature can illustrate and show learners the best use of the language, helping them to develop their oral and written skills. Moreover, it is essential to develop linguistic knowledge and it can be used as a powerful source of motivation for students. Therefore, different approaches towards the use of literature in the teaching of English as a foreign language are going to be analysed. The criteria for the correct selection of texts are also included, as well as a brief selection of literary texts to be used with different groups of students.

Resumen

Como consecuencia de la creciente relevancia de la enseñanza y aprendizaje del inglés como lengua extranjera, el presente documento pretende llevar a cabo un recorrido por los diferentes métodos a través de los cuales se puede enseñar inglés por medio de obras literarias. La literatura puede proveer a los estudiantes con ejemplos del buen uso de la lengua, siendo de ayuda para el desarrollo de sus habilidades orales y escritas en la lengua en cuestión. Además, la literatura es esencial para el desarrollo de conocimiento lingüístico y puede ser utilizada como una fuente de motivación para el alumnado. Por lo tanto, los diferentes métodos para la enseñanza del inglés como lengua extranjera a través de la literatura serán analizados. Se incluirán también los diferentes criterios a tener en cuenta para la selección de textos literarios, así como una breve selección de textos a usar con diferentes grupos de alumnos y alumnas.

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1. INTRODUCTION AND JUSTIFICATION

The present document develops a survey through the different approaches in the use of literature with the aim of analysing the way in which English literature can be used in English as a Foreign Language teaching.

In order to understand properly the implications of this topic, some concepts have to be defined in the first place.

First of all, it is essential to understand what a Foreign Language is as well as what its teaching implies. According to Kramer & Catalano (2015, p. 1.) “foreign language learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken”. A language is considered foreign when it is not spoken in the society where its learning and teaching occurs, and it is learnt in a classroom. The learning of a foreign language lets students communicate and take part in real-life situations through the target language, letting them make connections between concepts, understand different realities and contexts, develop intercultural skills and, promote interdisciplinarity. Then, Surkamp & Viebrock (2018, p. 10) define Foreign Language Education as “the academic discipline which deals with the teaching and learning of foreign/second language(s) in institutional, primarily school-based contexts”. Moreover, they establish that Foreign Language Education includes some tasks to be achieved, such as the understanding of the value of foreign language teaching and learning in society, the value of the existence of this kind of learning and teaching, the participation in the selection of the foreign language curricula and the development of research projects on this field.

The worldwide development of English as a foreign language and the importance its learning has gained is one of the consequences of the globalisation societies are involved in nowadays. Therefore, once the concept of foreign language has been stated, it is possible to start focusing on the teaching of English as a Foreign Language, which from now on will be referred to as TEFL.

To conceptualize the teaching of English in Europe, it is possible to study its background, how it has evolved through history. In the 18th century, there was an increasing interest in the English language because of the spread of Philosophy, Theology, Art and Literature which attracted many adults to start learning the language in order to be able to understand all those written texts as most of them were not available on a translated version. Then, in

the 19th century, interest in English learning continued increasing and it started to be included as a school subject in some European countries with the main aim of achieving language proficiency by learners, focusing mainly on reading and writing. Towards the end of this century, a reform movement arose, led by Wilhelm Viëtor who demanded more importance for oral language. During the 20th century, the English language suffered its greater expansion and, as a consequence, English learning became important (Surkamp & Viebrock, 2018, pp. 2-4). Finally, during the 21st century, English learning and teaching have suffered many changes, hand in hand with those experienced by societies in general. The most relevant one is the use of technology for teaching purposes which has let students have access to a real use of the language despite the country in which they live. Language teaching has become much more meaningful, real and based on natural contexts with the aim of letting students communicate in the target language (Nagehan & Cavus, 2009, p. 2).

After briefly defining what English as a foreign language is and providing an outline of the development of English teaching and learning throughout history, it is also essential to address the concept of method as this paper will deal with the main methods in the use of literature in TEFL. Therefore, according to Surkamp & Viebrock:

Methods (from the Latin-Greek *methodus/méthodos*: ›the path towards a goal‹) are the ways a teacher proceeds to handle content in foreign language teaching and thus to achieve certain goals. To summarise, a method answers the question of how teaching and learning are organised (2018, p. 4).

Another essential part of this research paper is Literature, and its use in the English classroom. Thus, it is relevant to know what Literature is and what it implies, as well as its importance and use for the teaching of English as a foreign language.

Lazar (1993, p. 2), in his seminal study about the use of literature in the language classroom, brings together different definitions of Literature provided by several authors. It can be understood as a disciplined technique to develop certain emotions (Iris Murdoch, 1978) or as a language whose meaning has been charged the most (Ezra Pound). Selden (1989, pp. 9-10) defined it as “a special use of language which achieves its distinctness by deviating from and distorting 'practical' language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently”. The Oxford English dictionary (2021) prefers “pieces of writing that are considered to be works of art, especially novels, plays and poems (in contrast to

technical books and newspapers, magazines, etc.)”.

As Bassnett and Grundy (1993; cited in Ghosn, 2002, p. 175) stated, literature shows the best use of language and it develops the best skills an individual can demonstrate in that language. Therefore, literary texts written in the target language are essential to develop linguistic knowledge that is not limited just to the functional. Besides, as literature implies a unique use of the language students would be faced with lexical, stylistic and structural features which are not often considered in the teaching of English as a foreign language but which are useful for learners (Alkhaleefah, 2017, p. 1).

Even though the use of literary texts in the teaching of English as a foreign language has - as this work will show- many benefits, it may be difficult for teachers to organize their use and inclusion in their daily lessons. One of the first things they have to bear in mind has to do with the selection of texts, as it would be a key issue in order to ensure the learning of the language by the students. Decisions dealing with text selection will have a direct consequence on the teacher, the students and the classroom in general. Probably, selecting the correct literary text for each moment is one of the most difficult decisions the teacher has to make as it will determine whether the teaching-learning process of the language will be meaningful or not. That is why -as it will be argued later on- the use of an evaluation procedure or checklist can be essential to ensure appropriate language learning for the students (Garinger, 2002, p. 2). Lazar (1993, p. 48) stated that in order to select the correct literary texts to be used with students some features must be taken into account, including the type of course in which teaching would be developed, the characteristics of the students and the main features of the text that is being analysed.

After presenting the main issues involved in the development of the current research (that is, English as a foreign language, literature and text selection), it is possible to establish the relevance of the present study, as well as its main characteristics.

Education (as many other aspects of current society) is experimenting daily changes; as is the case of language teaching. Each time, there are more EFL students because of the globalization and, therefore, English teaching methods have to evolve too. In order to ensure meaningful learning of the language by the students, they have to be provided with real use of the language; that is precisely what literature offers them: the possibility to learn the language in a real context through an entertained way. However, when deciding to use

literature daily in English lessons, teachers may find it difficult to select the most adequate way to introduce it. Therefore, the main aim of this research is to offer teachers a document where they may find different ways of including literature for the teaching of English as a foreign language, together with the benefits they may find through its use and the best way to select the texts to be used depending on each educational context.

The end of this section will outline the main aspects of this Master's dissertation, in order to ensure its better understanding by the reader.

Firstly, the general objective of the final dissertation is to analyse the different approaches to the use of literature in the teaching of English as a foreign language. Then, the specific objectives are:

- To define what literature is and how it can be used in the English classroom.
- To recognize the main benefits the use of literature has for English as a Foreign Language students.
- To analyse how to select literary texts for improving students' learning.

Then, intending to achieve these goals, I am presenting a review of the most relevant bibliography. Some databases were used to find articles and books describing the main topics involved in this dissertation.

Finally, in order to have a general idea about the present dissertation its main sections are going to be mentioned. After introducing and justifying the topic selected, I will explain how the study has been carried out. Then, I will analyse the main reasons for using literature in EFL classroom. The different approaches for the use of literature in the English classroom are developed later on, including the main characteristics of each one as well as some activities that can be carried out on each approach. An analysis of text selection is also developed. To conclude, I will describe the limitations and improvement proposals, as well as the lines for future research on the conclusion.

2. METHODOLOGY

With the aim of developing a survey on the main approaches in the use of literature for the teaching of English as a foreign language whose findings are updated and meaningful, a careful bibliographical revision has to be developed. In this section, I will establish how the revision has been developed, the databases used and the eligibility criteria.

The research has been carried out in two different databases, ERIC and ProQuest, through an iterative process, that is, adapting the search to each database and modifying it as results were obtained. In figure 1 it is possible to observe how the search has been carried out in a general and schematic form.

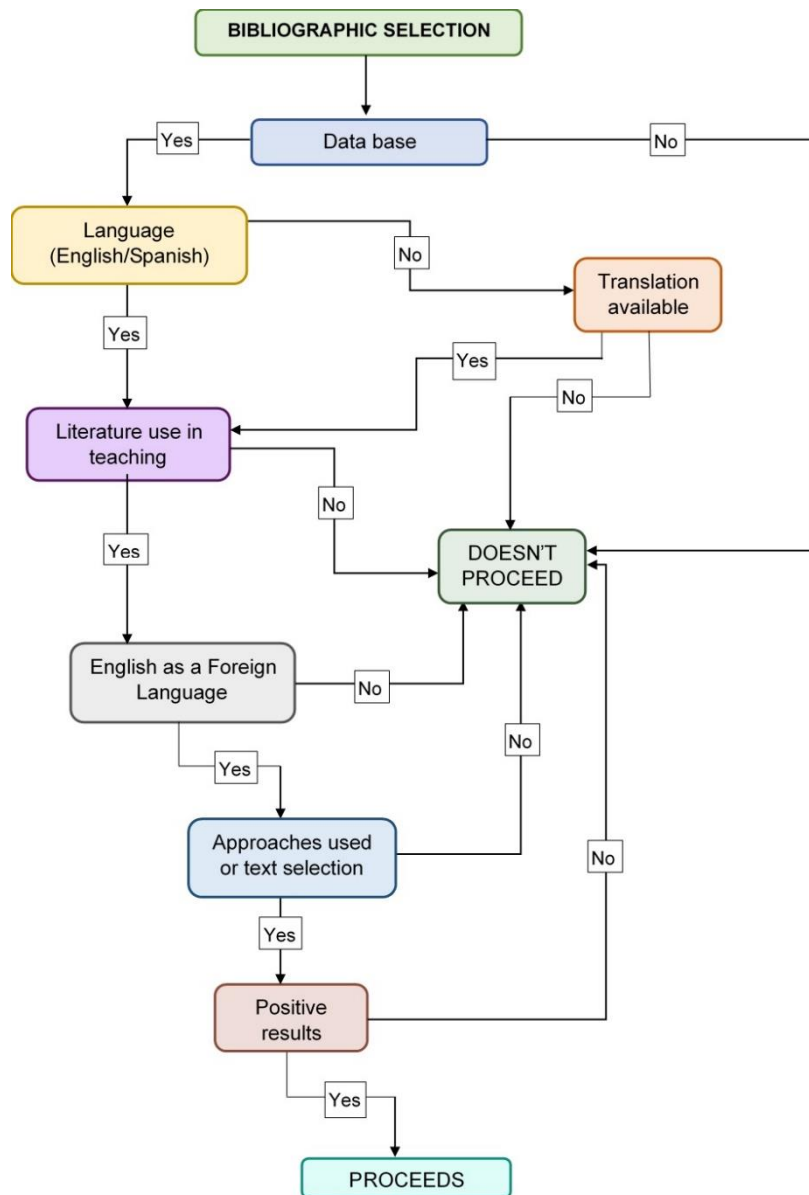


Figure 1. Flowchart. Own elaboration.

The inclusion criteria for the selection of articles and books are the following: all theoretical and empirical studies dealing with different approaches in the use of literature in the English as a foreign language classroom have been included, as well as those related with the text selection process. As to the language, they had to be available in either English or Spanish.

The next step was to select the most relevant references, which included the reading of abstracts in order to make a first filtration. Then, the articles or texts were read and, bearing in mind the objectives of this dissertation, those that proved useful to the research were selected.

Once the relevant information for the survey was selected, the materials have been organized looking for better understanding of the topic developed on the dissertation. On the one hand, the reasons for using literature in TEFL have been organized according to the area of development (language learning, social or personal) in which it will have a positive influence on the learners. On the other hand, the approaches towards the use of literature in the EFL classroom have been organized into two main groups according to the type of texts they make use of. That is, firstly the approaches in which any type of literary text can be used have been described, as they can always be used in the classroom, regardless of the features of the texts used at each moment. Then, some approaches which are more suitable to be used with a specific type of literary text are included.

3. REASONS FOR USING LITERATURE IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

As it has already been established, the teaching and learning of English as a foreign language has a long tradition. However, as societies have evolved, the main focus should be now to question whether the development of teaching materials and methodologies has gone hand in hand with those changes. Traditional resources used in the classroom can be appropriate when the main aim of the teaching process is to achieve linguistic accuracy. However, when the main aim of teaching is to develop students' communicative competence there are other methods and materials which are more appropriate. It is the case of the inclusion of English literature with teaching purposes (Ghosn, 2002, p. 1).

The inclusion of literature in the language classroom is beneficial for students and their learning process for many reasons. Firstly, in order to summarize all those reasons, Parkinson and Reid Thomas (2000, pp. 9-11) as cited in Sell (2005, p. 87), lists them as follows:

1. Cultural enrichment. Reading literature promotes cultural understanding and awareness¹.
2. Linguistic model. Literature provides examples of "good" writing, linguistic diversity, expressive ranges, and so on.
3. Mental training. Better than any other discipline, literature trains the mind and sensibility.
4. Extension of linguistic competence. Literature stretches the competences of learners who have mastered the linguistic rudiments.
5. Authenticity. Literature is genuine linguistic material, not a linguistically contrived textbook (Duff and Maley 1990).
6. Memorability. Because literature, especially poetry and songs, is memorable, it can be a memorised archive of linguistic usage (Maley and Moulding 1985).
7. Rhythmic resource. Poems assist the learner in assimilating the rhythms of a language (Maley and Moulding 1985).
8. Motivating material. Literature is more likely to engage with and motivate a learner than artificial teaching inputs because it is generated by some genuine impulse on the part of the writer and deals with subjects and themes which may be of interest to the learner (Duff and Maley 1990).
9. Open to interpretation. Because literature is open to interpretation, it can serve as a basis for "genuine interaction" between learners (Duff and Maley 1990).

¹ See also: Collie and Slater (1987); Schewe (1998); Sell (1995); and Silberstein (1994).

10. Convenience. Literature is a handy (photocopiable) resource.

After taking a general look into the main reasons for using literature with teaching purposes in the EFL classroom, it is possible to develop a deeper look on how literature will benefit the students in different fields.

Among reasons for using literature in the English as a foreign language classroom -they will be analysed in this section- some are directly related with the learning of the target language while others have to do with the development of the individual itself or some other factors with a direct influence on language learning. Therefore, all of them have a great effect not only on the teaching-learning process of the students, but also on the personal development of learners, and this is also an essential field to work on when teaching foreign languages. Thus, I have classified the reasons mentioned into three main groups: reasons dealing with the learning of the language; reasons related to the social development of the students; and, finally, reasons dealing with the personal development of individuals. Figure 2 shows a summary of the main reasons to be developed in this section.

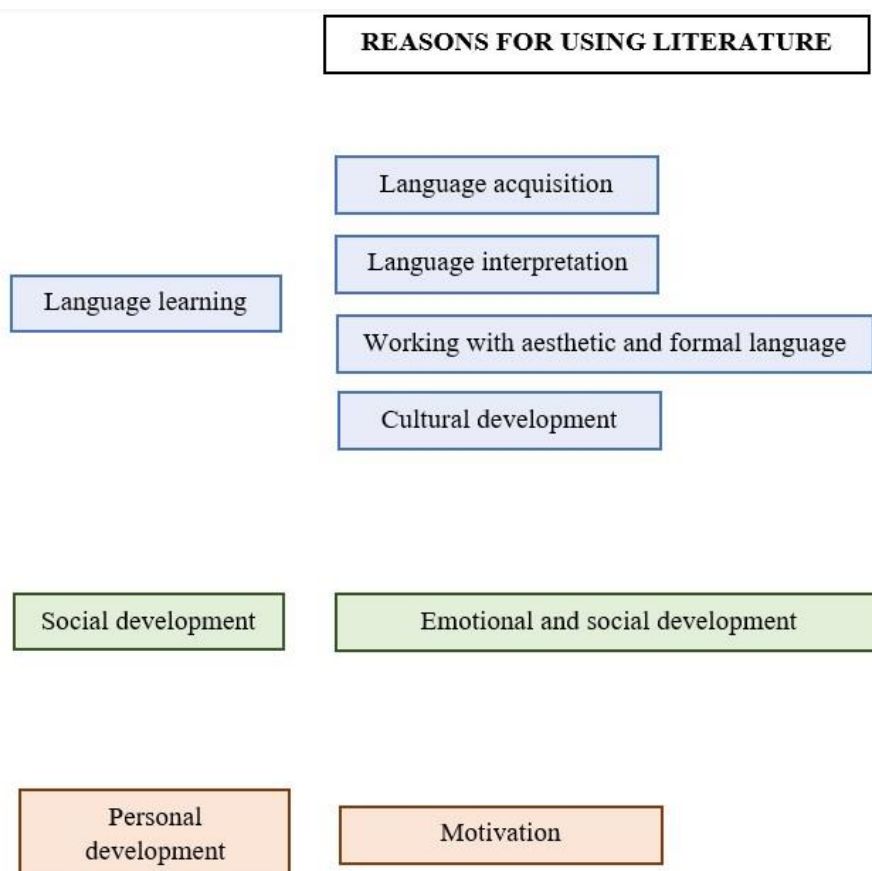


Figure 2. Reasons for using literature in the teaching of English as a foreign language. Own elaboration.

3.1. Reasons related to language development

Literature is usually included in TEFL as it fosters the development of language knowledge in EFL students. It can be useful to help learners identify the patterns of the language and their use in different situations. Moreover, it promotes the development of linguistic skills and subskills by the students. That is the reason why its inclusion in the Foreign Language classroom has many benefits (Chandran & Pradeep, 2016, p. 17). Therefore, in this section, we will deal with the way in which literature may promote language development. It is possible to differentiate several fields in which its benefits may be noticed as the acquisition of the language itself, the development of interpretative abilities, the acquisition of formal language and the introduction to its cultural background.

3.1.1. Language acquisition

When referring to the teaching of a foreign language, experts always talk about the importance of exposure to real use of the language. According to Lazar (1993, p. 17), literature can be considered a way of stimulation for language acquisition, as it allows students to learn the language through an authentic, meaningful and memorable context. Moreover, students' input in the target language in ordinary classrooms is limited but literature may provide them with oral and written language in a real context. In addition, it offers students natural language² which can help them develop some skills as word recognition or tasks as reading and writing, all of them following the natural language acquisition theory (Ghosn, 2002, p. 174).

Moreover, it is possible to analyse how the use of literature in the English classroom promotes students' language acquisition more deeply. When referring to literature, the term includes written texts but also recorded literary materials which, if available, can be useful to work with the language in its oral form. Therefore, literature can be used by teachers and learners to work not only with written language but also with oral one, promoting students' development of Communicative Competence in all its skills (oral comprehension, written comprehension, oral production and written production; Council of Europe, 2001). Furthermore, it is useful to develop activities such as debates and group work as

² Natural language refers to any language that evolves naturally through its use, without the need to consciously plan or premeditate what is going to be expressed (Josh, 1991, pp. 68-70).

literature can be used in different ways. All this variety of tasks serve to promote students' acquisition of the language in a faster way as they are using it in a meaningful context and with a purpose (Lazar, 1993, p. 17). Concerning the use of literature for oral and written work by the students, Surkamp & Viebrock, (2018, p. 179) stated that through this kind of work students are encouraged to become more adventurous and creative with the language and to appreciate its richness. Acquisition, thus, comes having a direct consequence.

From another perspective, Ghosn (2002, pp. 174-175) established some other ways in which literature use fosters language acquisition. Firstly, literature provides a real and ideal context for the introduction of grammar, mainly for verb tense acquisition as learners are introduced to it in a real context. It is also functional for teaching students how to use the language in different contexts and situations, furthermore it allows them internalize how the language works by providing many models of communication. Besides, literary language is rich and varied, giving students the possibility to develop their linguistic skills to their full potential. As previously mentioned, literature promotes students' communication as it helps to generate communicative situations in the classroom. That is why natural communication is developed in that context: literature provides students with the opportunity to talk and debate about a common topic which they will probably enjoy.

To sum up, even when this principle has many exceptions, in the context of teaching the language used in literary texts differs from any other kind of discourse or conversation as it is (generally speaking) more sophisticated. By encouraging learners to work with that kind of language, they are learning unusual rules and uses, plus –of course- the most common ones introduced in a context. Furthermore, they are also encouraged to think about and discover on their own how language rules are created and how they are used in each situation (Lazar, 1993, pp. 18-19). Based on Alkhaleefah (2017, p. 194), literature benefits for language acquisition can be summarized as literary texts helping students develop language skills, mainly reading and writing. That is because they can be involved in the processing of meaningful and contextualized texts, making it easier for the students to develop tasks where they have to put into practice, with a purpose, their language skills. That will have as a direct consequence their improvement and, therefore, the language acquisition by learners.

3.1.2. Language interpretation

Another reason for using literature in the English classroom is that it promotes students' interpretative skills of the language. Regarding this issue, it is possible to focus on three different aspects, which could justify its relevance: development of interpretative abilities, tolerance of ambiguity, and academic literacy. On this section, these reasons are going to be developed in detail.

First of all, Lazar, (1993) talks about the importance of literature for the development of students' interpretative abilities. He established that:

Any learning of a new language would seem to involve the learner in the forming of hypotheses and the drawing of inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalised or what is implied behind the literal meaning of what someone says in a conversation. (p. 19)

Literature is especially useful for developing students' abilities to infer meaning and to make interpretations of oral and written texts. This is because of the language literary texts make use of, which requires students to be more involved with it in order to understand its main idea (it might not be as explicit as in other kind of text). Thus, by promoting students' work with the language used in literature, with all its varieties, they are developing little by little their capacity to infer meaning. This ability can be extrapolated then, once it is acquired, to other communicative situations.

Besides, in relation to the interpretative abilities which have just been discussed, Hall (2016, pp. 457-458) states that literature use in TEFL influences students' development of 'tolerance of ambiguity' and, therefore, it should be included daily on the lessons. 'Tolerance of ambiguity' can be defined as the ability learners have to be involved in meaning-making activities despite their limited comprehension. It can be stated that there is a direct relation between this ability and literature, as 'tolerance of ambiguity' is needed to be able to read it and, at the same time, the reading of literature fosters its development. Moreover, 'tolerance of ambiguity' is shown to promote students understanding of literature but, mainly, the learning of the target language through it. It is directly related to students' ability to infer meaning which will let them communicate in different situations and which may help them to retain new language in their long-term memory. That is, they will understand new language more easily and comprehensively

Finally, through the use of literature with the purposes already mentioned, students can develop academic literacy and critical thinking skills, which are essential and expected to be developed by students in language lessons. Literature offers students the perfect context with which they can develop these abilities as they will have to look for main points and details, make comparisons, look for relationships, become familiar with different kinds of language... Moreover, literature gives teachers the opportunity to deal with a particular topic in different contexts, so that they can use the language in different situations and they can adapt the teaching and learning process to the characteristics and interests of the students (Ghosn, 2002, pp. 175 - 176).

3.1.3. Working with aesthetic and formal language

When including literature in the teaching of English as a foreign language, students are encouraged to learn the target language in a meaningful and contextualized way. Moreover, through the use of literature in TEFL learners learn the most common form of the language and its interpretation. Another of the reasons for its inclusion in the English lessons is that students are introduced to a more formal, creative and artistic form of the language. That is the main focus of this section. In other words, to clarify why the inclusion of literature in the foreign language classroom is important for the learning of aesthetic and formal language.

As already stated, on the one hand, the language used in literary texts can be said to be different to the language used in daily-life communication, in the sense that it is more challenging, memorable or intense. Thus, through the use of literature language learners are introduced to a form of the language they are not used to, promoting their creativity and understanding of the target language in all its contexts. Moreover, it is also a language that tends to be more formal, so that students work with formal aspects of the language in a contextualized situation fostering their acquisition as they may be needed in some situations (Surkamp & Viebrock, 2018, p. 179).

On the other hand, literary texts usually promote more conscious and deeper reading. Therefore, when students are introduced to formal aspects of the language through literature, it is easier for them to pay conscious attention to texts, seeing and learning how and when they are used, and thus promoting successful language learning. Furthermore, different studies have shown that literature is read at a different pace; that is, learners tend to slow

their reading rate in order to make texts meaningful and to ensure their enjoyment. Moreover, they tend to read their favourite passages several times. This kind of reading has been proved to promote the learning of the target language (Hall, 2016, pp. 458-459).

3.1.4. Cultural development

Finally, it is essential to talk about the introduction to the target culture as it goes hand in hand with the acquisition of the language.

Language learning includes not only the acquisition of linguistic rules and structures but also the acquisition of features of the target culture. By doing so, learners would be able to understand and express efficiently when interacting in the target language. Moreover, their learning process can be developed to its full potential (Topaloglu & Takkac, 2016, p. 132).

Lazar (1993, p. 16) stated that “literature can provide students with access to the culture of the people whose language they are studying”. Literature reading has the potential to introduce learners to the social, political and historical aspects of the target language and the society in which it has evolved. It is also a way of putting in context how people from a specific society would behave in different situations.

Through literature, students are introduced to the target language with the use of materials thus ensuring their understanding of the society where the language is spoken and ideally promoting values such as tolerance or empathy (Surkamp & Viebrock, 2018, p. 179). Moreover, language learning can also be understood as a source to participate in a new community. In that way, one of the main aims of the language learner would be to understand the main features of the target culture and society. By doing so the learner will be able to identify him or herself with some of them and to find a way through the use of the target language to interact with native speakers in different situations. As reading can be considered as an interaction, it gives learners the tools needed to understand the culture and to create their own identity towards it (Hall, 2016, p. 460).

In this sense, Sell (2005, p. 90) highlights that even though students develop a new identity, it will not replace their own culture. That is, they are both complementary identities which learners may use in different situations to be adapted to each context. This no doubt implies a personal enrichment which could not be achieved in any other way.

3.2. Reasons related to social development

The linguistic reasons for using literature in the English as a foreign language classroom have been already mentioned. However, literature can accomplish a wider educational function, as through it learners can develop their critical and emotional abilities. Therefore, the inclusion of literature becomes even more relevant as students would ideally learn the language but they would also develop their abilities and skills (Alkhaleefah, 2017, p. 193).

Moreover, reading literature learners will be presented with situations that will affect their feelings, that is, it includes emotional involvement with the story but also with the language and, as Hall (2016, p. 460) stated, this emotional investment (together with the engagement developed while reading and working with literature) has a great positive influence on language learning.

The ability of literature to develop certain values in the students is also relevant. As Ghosn (2002, p. 176) stated, literature can be used to transform and change attitudes as well as to eradicate prejudice at the same time as it fosters values such as tolerance or empathy. It can help students to understand themselves and the world where they live in. It goes hand in hand with the understanding and acceptance of different ways of living and behaving, which is essential when learning a language in order to understand the people who speak it. Moreover, it can also provide learners with experiences through which they will develop emotional intelligence, which is essential to promote the values already mentioned.

3.3. Reasons related to personal development

Finally, to conclude with the different reasons to use literature in teaching, it is also relevant to mention those related to learners' personal development. In this case, we are referring mainly to the development of motivation towards the use of literature and, therefore, the learning of the target language.

Lazar (1993, p. 15), established that as literature reading is popular in many countries, its inclusion in the English classroom may create a link between students learning and their daily life, giving them a real sense of their use and learning. Moreover, literature shows students a different use of the language and it introduces them to different and complex topics, thus promoting their involvement with the development of the story. This is an essential characteristic which short tales or narrations included in English textbooks do not

accomplish and which is essential for learning.

Furthermore, about the idea previously mentioned, literature allows learners to be part of a new world in which all their attention is put in the text itself. It would help them to promote their personal response and emotional investment as well as to deal with their interests. For all these reasons, literature has the potential to evoke a personal response on the students, which may lead to communication in the classrooms and to the creation of different situations where the target language is used in different ways (Surkamp, & Viebrock, 2018, pp. 178 - 179). In relation to that idea, Alkhaleefah (2017, p. 193) fosters the use of literary texts in TEFL “in order to stimulate learners’ interests and interpretive skills, encourage them to reveal their opinions and feelings, and facilitate their personal engagement with texts”.

3.4. Reasons related to the place of literature among children nowadays

Undoubtedly, reading has many benefits for children. However, as many studies report, kids read less each day. Ferguson (2020) established that “Children today read less frequently than any previous generation and enjoy reading less than young people did in the past, according to new research”. Based on a study developed by the National Literacy Trust, it is showed that just 26% of kids and teenagers under 18 read every day. This data is essential to bear in mind as it is the lowest recorded since 2005, which means that the tendency towards everyday reading among children is continuously decreasing. Moreover, it states that the tendency to consider reading as an enjoyment decreases progressively as children grow up.

Back in 2018, Nicholls (2018) analysed some reasons why children do not read. It is possible to highlight that they are not motivated towards reading and they are not introduced to reading for pleasure either at home or at school.

Bearing in mind these ideas, it becomes essential to encourage students to read and to enjoy it at school. Through the inclusion of literature in the English classroom, learners will be introduced to reading in a meaningful way. They will be able to understand the benefits it has not only for their learning but also for their daily life. However, there are some ideas teachers should pause to consider in order to promote reading in their students. On the one hand, learners are not going to like reading just because they do it at school. Teachers have to be able to enjoy reading themselves in order to be able to transmit this feeling to students.

On the other hand, activities and texts must be carefully selected so as to move learners to reading; that is why I will offer my own proposal of texts to work with students from different ages.

4. APPROACHES TOWARDS THE USE OF LITERATURE IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

The main aim of this section is to introduce the different approaches that can be used in the Teaching of English as a Foreign Language through literature.

First of all, it is important to contextualize the use of literature in Foreign Language teaching. When new languages started to be taught, the primary source for their teaching and learning was the study of its literature. Moreover, for many years, as it has been argued previously, the main reason for studying a foreign language, in this case English, was in many cases to be able to understand the literature written in the target language; consequently, literary texts were the basic and source materials used for its teaching and learning (Starja, 2015, p. 433).

In order to better understand the presence of literature in language teaching, a brief historical summary could be made. First of all, with the Traditional Method, developed during the 19th century and the first half of the 20th, the main aim of language learning was to grant the understanding of written texts in different languages. Therefore the whole system of teaching languages was based on literature. Then, in the 20th Century, with the Structuralist Method language learning changed completely as the main objective at that point was communication in the Foreign Language. Therefore, literary texts were not used anymore on teaching (Sequero, 2014, pp. 32-33). Even though it seemed that the use of literature was going to be replaced by communicative approaches, its relevance in language teaching came back in the 1980s and it increased in the 1990s with the task based approach. It was considered that, through literature, students could acquire the target language by practising not only reading but also other skills as writing and interacting (González, 1995, pp. 119-121).

However, literature has proved to have many benefits on language learning (as described in section 3). Therefore, the way in which it can be included in the English classroom is going to be addressed in this section. Eight approaches towards their use have been selected. First of all, we will deal with the most general ones and, later on, some specific approaches would be mentioned as they may include the use of some specific genres of literature or they may imply work outside the English classroom.

4.1. Language-based approach

One of the most popular approaches in the teaching of English as a Foreign Language through literature is the language-based approach. Lazar (1993, p. 27) defines two main perspectives from which this approach can be analysed. On the one hand, it can be used for the teaching of literature to students. On the other hand, it is conceived as the teaching of language through literary texts. Therefore, even though it can be defined as an approach concerned with the teaching of literature itself, we will focus on the second perspective, that is, it can be stated that literature study and the learning of the language go hand in hand. Through the use of literature, students develop their language skills. It focuses, mainly, on students' awareness of the language used in literature, which is essential for language learning. Therefore, literature is considered a vehicle for the acquisition of the 4 linguistic skills in English (Van, 2009, p. 41).

Concerning the idea preciously mentioned, and as I have already anticipated, Lazar (1993, p. 23) established that while learners are working with the language of literary texts, they will be integrating the language more easily. Through the analysis of the language, their interpretative abilities will be developed at the same time as they increase their understanding of it.

Duff and Maley (1990, p. 6) define the language-based approach as a method that includes a wide variety of goals and procedures. As students' main aim in the FL classroom would be to improve their proficiency in the language, the integration of language and literature would help them achieve this goal. Moreover, literature can be used as the core of language teaching as it provides students with a variety of texts and a wide range of communicative activities they can work with.

Moreover, Brumfit and Carter (1986, pp. 110-111) argued that for some students it may be difficult to study literature itself because of their age, cognitive abilities... however, they can be introduced to it through a language-based approach in which they work with literature but focusing on the language. In that way, they will start acquiring the needed abilities to understand literature and they will also be developing their linguistic skills.

The main advantages of this approach are that though literature students are introduced to a wide variety of registers and styles. They are encouraged to interpret different texts and to develop communicative abilities in the classroom. Moreover, they work with motivating

and interesting topics (Duff and Maley, 1990, p. 6). Learners will be working with the grammatical, lexical and discursual features of the language (Lazar, 1993, p. 23).

In order to better understand this approach, Febriani, Rukmini, Sofwan and Yuliasri (2017, pp. 42-44), based on some other studies, define and analyse the different steps that should be followed to work with literature and the language from this perspective. First, of all, three types of activities should be differentiated; pre-reading, while-reading and post-reading activities. The first step would be to introduce students to the literary texts which would be read and to stimulate their interest in them. It is essential to ensure students' motivation towards working with the text. Some cultural background can also be provided so that students understand better both the target culture and the literature piece to be used. Then, while reading the story learners can look for new vocabulary and grammatical structures which would be analysed with them later on. The teacher and the students together should develop activities to understand the story itself as well as the new language and linguistic forms introduced. Students should also be encouraged to make interpretations of the text. Until this point, the activities can be developed orally and we can finish with some written ones so that learners practise the four skills of the language. Therefore, students may finish with some written tasks in which they have to use the language learnt through the story and also their interpretative and critical skills.

4.2. Literature circles in ELT

Literature circles are defined by Shelton-Strong (2012, p. 214, as cited in Daniels 2002, p. 2) as “small peer-led discussion groups, involved in reading the same piece of literature, and who come together on a regular programmed basis to share interpretations of what they have read”. They involve the “assignment of various roles, or focused tasks, which each student is given to carry out while they read and which provide a clearly defined reason for reading”.

From its beginning, its main aim was to let students practise the strategies of good readers. Book clubs have been popular among adults for centuries. From that idea, literature circles were developed and introduced in L1 English lessons in the 1980s. However, they did not become popular or used in Foreign Language teaching until the beginning of 2000 (Avci, 2019, p. 140).

Literature circles have some key elements to take into account when using this approach in

the language classroom. First of all, Shelton-Strong (2012, p. 214, as cited in Daniels 2002, p. 18) described them as:

1. Students choose their own reading materials.
2. Small temporary groups are formed based on book choice.
3. Different groups read different books.
4. Groups meet on a regular, predictable schedule to discuss their reading.
5. Students use written or drawn notes to guide both their reading and discussion.
6. Discussion topics come from students.
7. Discussion meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are welcome.
8. The teacher serves as a facilitator, not a group member or instructor.
9. Evaluation is by teacher observation and student self-evaluation.
10. A spirit of playfulness and fun pervades the room.
11. When books are finished, readers share with their classmates and then new groups form around new reading choices.

However, these aspects of literature circles are defined for their use in the L1 classrooms. So, in order to apply them on TEFL, Furr (2004, p. 5) makes some changes in elements 1 to 3, dealing with the selection of texts. Bearing in mind that the main aim of FL students is to be able to communicate in the target language and to develop discussions about the stories read while they work with the language, the teacher should choose the reading materials, based on students' needs and characteristics. Therefore, the three first elements already mentioned should be changed for:

1. The teacher selects appropriate texts according to the students' characteristics.
2. Groups are formed by the teacher.
3. All the groups read the same text.

During the development of literature circles, different roles would be acquired by the

students. They can vary and rotate on each literature circle so that all students experience all of them. These include the discussion leader (guides the interaction and discussion), the summarizer (gives an oral summary of the reading), the word master (chooses new vocabulary that can be learnt), the passage person (chooses key passages), the connector (connects the reading with real-life), the cultural collector (looks for similarities and differences between the story and their own culture) and the artistic adventurer (creates something to represent the story) (Shelton-Strong, 2012, p. 216).

To end up with literature circles in ELT, a brief description of how they can be developed follows. According to Avci (2019, p. 139), the teacher would give students the text or story to read; activities to promote their interest should be developed. The students read the same piece of literature through independent reading and they meet later on to develop the discussion. On it, they express their opinions about the story. They put into practice their roles and they comment on the ideas or interpretations they have developed, moreover, they can read some passages together while developing the discussion.

The main benefits of literature circles are that they promote reading on the students at the same time as students work cooperatively. They also develop skills like critical thinking and values as respect to others opinions. Moreover, they can develop linguistic awareness and acquire new aspects of the target language. (Bernier, 2008, p. 38).

4.3. Reader-response approach

An approach that is usually put into practice in both L1 and FL teaching and learning is the Reader-response approach. Focusing on Foreign Language teaching, this approach has its origin in the work of Rosenblatt in 1978. The main features which could define it are the need for a comprehension schema, the sharing of knowledge, the use of reflections, and the development of group tasks and group work (Paran, 2008, pp. 17-18). Even though at the beginning the Reader-response approach was not popular among teachers, nowadays it is used in a wide variety of language teaching contexts.

In order to better understand this approach, the notion of ‘response’ should be defined. From that perspective, it refers to the intellectual and emotional reactions students develop towards the text they read. Readers relate the text with their own experiences and ideas and they make use of the foreign language to communicate their thoughts to the rest of the classmates while reading the text. This approach usually promotes students’ creative

responses which show their intellectual and critical features (Iskhak, Mujiyanto & Hartono, 2020, pp. 119-120).

This approach is characterized by Hall, G. (2016, p. 461) as “awareness of the importance of the reader to the construction of literary meaning”. Moreover, an essential characteristic of this approach for its use on TEIL is that students’ different levels of reading are an advantage more than a disadvantage.

It is a learner-centred approach whose main aim is to promote students learning of literature and to promote authentic communication in the language classroom. That is, from that perspective students are not encouraged to ‘learn literature’ but to ‘learn from literature’ (Hall, 2016, p. 462).

Reader-response approach fosters students’ freedom, enjoyment and engagement in reading literary texts. The teacher’s role is that of guide as he or she would help students develop the discussion after reading the texts and work cooperatively. Moreover, students are encouraged to develop new meaning and knowledge through the construction of new texts based on the ones they read, that is why they have to make use of their intellectual and personal capacities and they will learn new aspects of the language and use the ones they already know (Iskhak, Mujiyanto & Hartono, 2020, pp. 118-119).

Finally, lessons organized under the reader-response approach can follow the following pattern. They will promote students’ individual reading, group work and discussion and reflection about the text (Hall, 2016, p. 462). The lessons can start with an introduction to the text to be read and group or individual reading can be developed. Then, the teacher can ask questions about students’ perception of the text after their first reading and they can read together some important or specific passages. Later on, the debate among the students can be developed. Until this point, students would have read the complete text except for its ending. It can be provided to them at this point so that they can work with it orally (expressing their ideas) or in writing (creating a different one). To end up, a reading comprehension test, as well as a vocabulary quiz, would be developed to check students learning and understanding (Khatib, 2011, p. 154).

4.4. Stylistic approach

The stylistic approach is concerned with the engagement of learners in the reading of literary texts in order to develop their language skills (Alkhaleefah, 2017, p. 195). It has its origins in Britain and the United States in the 1960s (Norgaard, Busse and Montoro, 2010, p. 2). According to Verma (2015, p. 334), it encourages learners to make linguistic interpretations through the use of literature. In other words, it is based on the study of the language used in literature. It is a way of integrating English language and English literature which are usually taught as isolated subjects. It lets students understand the stylistic dimension of a text, how to interpret it and learn how the language is used in different contexts.

As Widdowson (1975, p. 117) stated that stylistics let learners learn about and appreciate the aesthetic significance of literary works. Then, Rankhambe & Patil (2016, pp. 3-4) established that within the stylistic approach, the use of the language involves two different kinds of knowledge; knowledge of the language itself and knowledge of the rules of the language when creating texts. Moreover, there are many reasons why this approach could be introduced in TEFL as it can provide students with a different view of the language, promoting their freshness, richness and novelty at the same time as they acquire its linguistic conventions.

In order to sum up, the stylistic approach involves the learning of the language through the interpretation of literary texts, giving the students a close view of the target language. They will be able to relate the text to their previous knowledge and experience with the language promoting the development of skill as the infer of meaning to broaden their knowledge of the language (Verma, 2015, p. 335).

Finally, it can be established how an English lesson would be developed within the literary approach. First of all, the literary text to be read would be introduced and students' previous knowledge would be activated through some activities. A general discussion can be developed relating students' previous experience with the text that would be read. Then, the text is read by the teacher and the students all together. Once they finish, some questions are made in order to focus students' attention on some interesting parts of the language used in the text. They are also asked to look for linguistic patterns. To finish, they will develop activities to put into practice their comprehension of the text while they use the new

structures of the language they have learnt through it (Tungesh, 2011, pp. 30-31).

4.5. Other approaches

Once the most relevant and general approaches towards the use of literature in TEFL have been described, it is time to focus on other approaches which focus on the development of the language through some particular types of texts or literary genres.

4.5.1. Extensive reading

Extensive reading is developed as an alternative to structured and controlled reading in the classroom, in which students are not given the possibility to explore literary texts on their own. Therefore, this approach tries to promote students' reading culture (Bland & Lütge, 2014, p. 46). It is an approach that encourages students to engage in reading outside the classroom, influencing their habits and attitudes towards the foreign language (Abedelqader, 2017, p. 7). Moreover, "pupils are given the time, encouragement and materials to read pleurably, at their level, as many books as they can, without the pressure of testing or marks" (Davis, 1995, p. 329).

Even though it can be considered as an approach in which reading for pleasure and for understanding is more relevant than reading for acquiring the language, there is no doubt that through the reading of literary texts students will improve their learning of lexical and grammatical structures of the language. Furthermore, extensive reading is usually developed outside the classroom, and it promotes students' confidence and familiarity with the foreign language. It also facilitates students' processing and interpretation of the language so that learners give less attention to the linguistic surface as they construct meaning more quickly through inferring (Hall, 2016, pp. 462-463).

Among the benefits extensive reading have for learners, it could be highlighted that learners increase their enjoyment of reading, they become more independent and they improve their vocabulary and reading and writing abilities on the language (Abedelqader, 2017, p. 13).

4.5.2. Language acquisition through storytelling

According to the English Oxford Dictionary (2021), storytelling is "the activity of telling or writing stories". Oral stories are a way of expression of literary and cultural heritage and, through them, listeners experience the target culture while they are introduced to the target

language (Dujmovic, 2006, p. 77).

Probably, storytelling benefits for EFL students can be appreciated, mainly, in terms of vocabulary acquisition. Some studies developed by Fadel (2005, p. 147) showed that students involved in storytelling acquired meaningfully the vocabulary they did not know before. Moreover, when introduced adequately, storytelling encourages students' acquisition of the language.

Dujmovic (2006, pp. 82-83) states that in order to use storytelling successfully in TEFL careful planning is needed. Students may be used to listen to stories in their mother tongue, but when it comes to English, their comprehension and involvement is more difficult. That is the reason why the teacher should support their understanding in different ways; a context and introduction for the story can be provided, linguistic objectives should be pointed out, activities should be developed to check comprehension and to interiorize the new language patterns, carefully organize the lessons. Finally, it is essential that to ensure students' language learning through storytelling, the new language introduced through the literary text is revised by the teacher and the students and they develop activities to put it into practice in order to ensure their meaningful learning.

4.5.3. Use of picture books and graphic novels

First of all, it is necessary to understand what picture books and graphic novels are, in order to better comprehend how they can be used in TEFL and the benefits they may have for language learning.

On the one hand, picture books are “intended for young children which communicate information or tell stories through a series of many pictures combined with relatively slight text or no text at all – are unlikely any other form of verbal or visual art” (Nodelnan, 1988, p. 7). Bader (1976, p. 1) states that they promote the interdependence between images and words.

On the other hand, graphic novels are “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer” (McCloud, 1994, p. 9).

According to Bland & Lütge (2014, p. 65), some specific characteristics have to be included in the foreign language classroom to use picture books and graphic novels efficiently:

- Students should read a large number of texts.
- Students should read individually and in silence.
- Students choose the texts, according to their interests.
- Little follow-up activities should be made.

Among its main benefits for students, it should be highlighted the development of language competence, the acquisition of new vocabulary, improvement of language awareness and writing skills and confidence and fluency in speaking.

In relation to the advantages picture books and graphic novels have for learners, Burwitz (2014, p. 72) establishes that learners develop their language competence as they require discussion, ask for repetitions and detailed reading. Moreover, creative writing activities can be developed after the reading. They foster literacy and visual literacy at the same time as they let student develop their reading and listening skills when dealing with literary texts. Finally, they also develop their intercultural competence.

4.5.4. Use of drama and poetry

The inclusion of drama and poetry in the English as a Foreign Language classroom is a different way of promoting students' acquisition of the language through literary texts.

On the one hand, poetry provides readers with a different usage of the language, going beyond the traditional rules, grammar, syntax and vocabulary. Moreover, it can promote students' development of feelings and thoughts and it makes students familiar with the figures of speech. Another important aspect of poetry is that it helps students develop the suprasegmental features of the language, that is, stress, pitch, juncture and intonation. Besides, poetry is one of the most powerful ways of cultural transmission and, because of their short length they are perfect to be used on a single lesson. It is also suitable for the introduction and development of creative writing tasks by students (Rahimipour, 2020, pp.73-74).

As activities that can be developed in TEFL through the use of poetry, it can be mentioned pre-reading activities, such as deducing from the title, thinking of related things or experiences. The students can read the poem at home and then, the whole class would read

it all together. After a discussion about it, some follow-up activities can be developed to check students' comprehension of the poem or to let them put into practice the new vocabulary and grammar discovered on it (Rahimipour, 2020, p. 77).

On the other hand, dealing with drama, as Lenore (1993, pp. 4-6) its benefits on the language classroom can be defined as:

- It promotes imagination and creative thinking.
- It lets students develop critical thinking skills.
- It fosters listening skills.
- It promotes comprehension and learning retention.
- It can be an integral part of the learning process.

Then, Chen (2014, p. 235) distinguishes three ways in which drama can be introduced in the English classroom. Story theatre, is a drama without an audience in which the teacher reads aloud a story while students pantomime the action without props or sets. Creative drama refers to the enactment of stories without narration, that is, it includes action and dialogue. Players know what happens in the story and they create their lines as they are performing. Role-plays are probably the most used ones, students perform actual incidents which may prepare students to face real-life situations.

5. TEXT SELECTION AND USE

Regardless of the approach used in the teaching of literature in the EFL classroom, the selection of literary texts is a key aspect that gains relevance and becomes essential in order to ensure the appropriate use of any of the approaches, as well as the meaningful learning of students. As Roger Sell (1995, p. 8) stated:

From the point of view of language education, the most important implication is that a knowledge of linguistic form – of words and grammar – is not enough. For the purposes of both comprehension and production, a learner also needs to develop a fully internalized grasp of the social and cultural environments within which the language in question is actually used.

Therefore, teachers have to look for literary texts which let students develop their learning in all its skills to the maximum. In order to ensure the appropriate selection of texts, several features have to be taken into account, as Alemi (2001, p. 178) established:

1. Language proficiency. Teachers have to select literary texts based on students' language proficiency level. When the language of literary texts fits students' level, they will be motivated to continue reading. However, if its language is too difficult for learners, they will become frustrated.
2. Time availability. As language lessons have a limited schedule, teachers have to select texts bearing in mind the time they have to work with them in class. Moreover, they have to clearly establish how much reading and work students are supposed to make in the school and at home, and select accordingly adequate texts depending on those factors.
3. Cultural competence. As literary texts provide students access to cultural aspects, they have to be selected according to students' previous knowledge in the target culture. Teachers have to bear in mind which cultural aspects they want to work with the learners and which ones can be more interesting and motivating for them.
4. Short stories. The length of the story must be taken into account. It is related to the time available to work with the text, but also to students' predisposition towards reading. Depending on their linguistic level, they will be able to read stories of different lengths. Moreover, sometimes short stories are useful in order to motivate students as through them they can see that they are able to read and comprehend a

complete text in English.

5. Personal involvement. Literary texts which ensure students' personal involvement and promote their interests can stimulate their reading and learning. Students read more when their ideas and experiences are reflected in texts.

Then, Hill (1994, p.15) adds some other criteria to be considered when selecting literary texts. Teachers have to bear in mind:

- Students' needs and characteristics.
- The stylistic level of the text.
- The previous information students' need to comprehend it.
- The suitability of the vocabulary and grammar to students' linguistic level.

Concerning the criteria already mentioned, Tevdovska (2016, p. 168) made some specifications to be taken into account. Firstly, dealing with students' language proficiency, texts selected should be one level beyond that of students. In that way, learners will be able to understand it, but they will also find some new words and phrases, which can be considered a challenge for them. That is how students will continue learning the language through texts. Then, selected texts should not be too culturally insider oriented. That means that new cultural aspects appearing on texts should first be introduced to the students. If students read texts with too many references to an unknown culture, it may be difficult for them to comprehend them. Finally, literary texts chosen should include ideas that are interesting and relevant for learners.

Apart from the criteria for text selection, Surkamp and Viebrock (2018, pp. 184-185) analyse the suitability of different literary genres to be used in Primary Education classrooms. Narrative texts are the most commonly used in TEFL because of the possibilities they offer. They can be used as a motivation factor for younger learners and they may help to promote extensive reading. For older learners, narrative texts can be used to work with aesthetics when analysing how the language is used in different texts and situations. Moreover, younger students usually enjoy reading or listening to them. Then, poetry is not as present in TEFL as narrative texts. However, it has great potential because of its specific features and language. It is really useful to promote students' creativity and

to work on student-centered lessons where creative writing is promoted. Finally, dramatic texts offer students the possibility to use the language not only through the text but also through its representation. They are a great way of promoting students' interaction as well as their reflection and discussion.

Finally, appropriate literary text selection can be made through a checklist, as the one presented by Lazar (1993, p. 56) (see table 1). It will allow teachers to easily check the suitability of any literary texts for their students and for the main purpose they want to achieve with their use.

CHECHLIST 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	

Table 1. Checklist for choosing literary texts (Lazar, 1993, p. 56)

5.1. Selection of texts to work on Primary Education

In order to finish with this section, a proposal about different literary texts to be used in TEFL is made. It focuses on the teaching of English in Primary Education, and texts are organized according to the school year in which they can be used. As Primary Education is organized into 3 main blocks (each one containing 2 school years whose curriculum is directly related) different texts are going to be provided for each block. Table 2 presents a summary of the selected materials.

1ST AND 2ND COURSE OF PRIMARY EDUCATION
<i>That's Not My Dragon</i> by Fiona Watt
<i>A Rainy Day</i> by Paul Shipton
<i>The Giving Tree</i> by Shel Silverstein
3RD AND 4TH COURSE OF PRIMARY EDUCATION
<i>Diary of a Wimpy Kid</i> by Jeff Kinney
<i>Matilda</i> by Roald Dahl
<i>Junie B. Jones</i> by Barbara Park
5TH AND 6TH COURSE OF PRIMARY EDUCATION
<i>Goosebumps</i> by R. L. Stines
<i>Harry Potter</i> by J. K. Rowling
<i>The Good Little Boy</i> by Edgar Guest
<i>The Magic Necklace</i> by Barbara Hederson

Table 2. Literary texts to be used on each course of Primary Education. Own elaboration.

5.1.1. Texts for the 1st and 2nd course of Primary Education

That's Not My Dragon by Fiona Watt (2006): it is a funny book that contains plenty of illustrations and some simple sentences and texts through which students can be introduced to the written form of the language. It is really flashy as it includes colourful illustrations containing different textures. It can be used to catch students' attention and to introduce them to literary texts. At the same time, they would be working with some simple structures (such as 'that's...', 'that's not...') and adjectives. It consists on the description of different dragons with touchy-feely pages.

A Rainy Day by Paul Shipton (2014): this is my preference, but any other from *Oxford Read and Imagine* graded books could be selected. On the first courses of Primary Education graded reading can be used as literary texts usually have a higher level on the language than the students' one. Therefore, this kind of texts is suitable to be used at the beginning. The book is about a girl who wants to play on the park but it is raining so with the help of her grandfather, they create a weather machine. In this case, *A Rainy Day* lets students work with simple and daily structures on the language through a book full of illustrations, making their comprehension easier. It includes short and simple sentences that together with the illustrations can be easily understood by students. It provides them with some vocabulary (about the weather, objects...) and structures they can use in their daily life, that is, which are close to them, for example 'it is...' or 'it has...'

The Giving Tree by Shel Silverstein (1964): it is really useful not only to work the language but also to promote some values in the students. It tells the story of a boy who become friend of a tree. The tree always gives the child everything he wants. But one day, the tree cannot fulfil his wishes anymore. When the child gets older, he realises how many things the tree has given him and how ungrateful he has been. Finally, they both die together. As it was the case with the previous books, it contains many illustrations, which will help students with their comprehension. Moreover, the structures and vocabulary included are quite simple (such as 'he eats apples', 'he climbs the tree'...) and repetitive so that students can acquire them in a meaningful way.

5.1.2. Texts for the 3rd and 4th course of Primary Education

Diary of a Wimpy Kid by Jeff Kinney (2008): it is a book which students like reading in their mother tongue,³ so it could be a good idea to include it in the English lesson as it could be motivating for them. Moreover, it is suitable to be used on TEFL as it contains some illustrations which can promote students' comprehension and it includes simple vocabulary and structures about free time activities, the family... The book is about Greg, a boy who does not feel comfortable at school so he tries to become popular by making different activities. It is written in form of a diary in which Greg writes everything happening of his life.

Matilda by Roald Dahl (1988): it is a well-known literary text about which students have heard but they have never read. Matilda is a girl who loves reading and who has some weird power. However, her parents do not appreciate Matilda's skills and intelligence. At some point, Matilda starts to use her powers to help good people and to punish cruel one. The main reasons to include it on TEFL are that it is funny and students' usually like reading it (making easier the teaching and learning of the language) and it includes illustrations that help students with their comprehension. A wide variety of structures and vocabulary (such as wh-questions, present simple...) can be worked through this book it is just teachers' duty to select the ones they want to focus on and to work on them while reading the book. Moreover, as there is also a film (Danny DeVito, 1996), students can watch it after reading and working with the book.

Junie B. Jones by Barbara Park (1998): it is a collection of 15 books from which any could be used in the language classroom. Junie is a funny girl which is always in troubles, so the book tells the daily and interesting anecdotes of the girl. It is about the daily and funny anecdotes of a girl. It is written using simple sentences, with a daily vocabulary and including plenty of adjectives. Therefore, many different aspects of the language (such as vocabulary related to the school or to the house...) can be worked out in the classroom.

5.1.3. Texts for the 5th and 6th course of Primary Education

Goosebumps by R. L. Stines (1992): it is a series of short stories which are really interesting and attractive for students. They are about fantastic creatures and monsters with which

³ Kinney, J. (2007). *El diario de Greg*. Barcelona: Editorial Molino

people have to live with or fight with them. It includes vocabulary and structures adequate for students of this age (such as past simple, vocabulary dealing with descriptions...), sometimes they will have to make use of the dictionary or other ways of comprehension, thus they can present them some challenges. Moreover, as they are short stories, they can easily be used in the English classroom.

Harry Potter by J. K. Rowling (1999): on this case, it would be useful to use an illustrated edition in order to support students' comprehension. Moreover, even though it can seem to be difficult for them, the illustrated edition⁴ includes a clear and simplified vocabulary that can promote students learning. It is not as difficult as reading the original edition, but it will still present some challenges for students. It is a fantastic novel based on the fight between Harry Potter and Voldemort, Harry studies at Hogwarts, where he becomes a wizard.

The Good Little Boy by Edgar Guest: it is a poem that describes a boy. It is simple and adequate to start introducing students to poetry. Through it, some structures which are repeated (such as used to, he/she was...) can be worked as well as some vocabulary about daily topics (such as clothes, physical description...). Moreover, description is promoted through it.

The Magic Necklace by Barbara Hederson. It is a short comedy about a girl called Noah who is always causing trouble. One day, she finds a necklace and she takes it to school to look for his or her owner, but she is accused of stealing it. From that point on, her future will change. It is a fun play that can be performed by the whole class. Through it, students can practice oral skills as well as their pronunciation and fluency in the language.

⁴ Rowling, J. K. & Kay, J. (2015). *Harry Potter: the illustrated collection*. New York: Arthur A. Levine Books

6. CONCLUSION

Dealing with languages, the English language is one of the most used ones. As a consequence of globalization, in which all countries are interconnected, English has become the language of communication between people from different nationalities and cultures. That is the reason why the teaching and learning of EFL is gaining relevance day by day. Intending to give students meaningful teaching of English, this dissertation has look for the different ways in which it can be taught through the use of literature promoting students' learning not only on the language but also on the culture, thus developing also some essential values like tolerance and empathy. Even though it has already been explained, it is essential to bear in mind that there are a wide variety of approaches to be used in the teaching of English through literature. It is teachers' duty to select the one which better fits their students' needs and characteristics. They also have to analyse and choose the most appropriate texts for each group of students. Bearing in mind all this information, this dissertation intends to provide teachers with the basic information about each approach they can use so that it can be considered as a possible reference to organize their lessons and to provide students with a meaningful teaching and learning of the language.

Based on my own experience as an English teacher and bearing in mind the characteristics of the different approaches already mentioned, as well as the features of the books previously selected for each block of Primary Education, I am proposing an approach to be used at each one.

First of all, related to the 1st and 2nd grades of Primary Education the approach suggested is storytelling. As students at the first stages are encouraged to speak as much as possible (they will be later on introduced to its written form), storytelling helps the teacher in this purpose. Kids will be learning the language by listening to interesting stories, accompanied by images to support their comprehension, as well as activities in which they can use what they have learnt. As Dujmovic (2006, pp. 76-77) stated, "while listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature".

Then, dealing with the 3rd and 4th grades of Primary Education, the approach suggested is literature circles based on Furr's (2004, p. 5) definition. The teacher would be the one who chooses the literary text students should read so that he or she selects the piece of literature

according to their characteristics and to the contents they are expected to learn. This approach lets students work with the language in its oral form through the interaction they develop so that they can improve their fluency and pronunciation. Moreover, literature circles also let students practice with the written part of the language as some activities can be proposed by the teacher after developing the discussion in order to practice with the new contents.

Finally, focusing on the 5th and 6th grades of Primary Education, as students' level on the language is supposed to be higher now and they have already had the time to develop their critical thinking and inference abilities, my choice is the stylistic approach. Through its use, students will continue practising and learning the language at the same time as they develop the abilities just mentioned. As Tungesh (2011, pp. 30-31) established, learners will activate their previous knowledge with the help of the teacher and their attention will be guided to some aspects of the language while reading the literary texts. They will be encouraged to look for linguistic patterns and to infer meaning from the context and their previous knowledge. This is an approach that requires students to be more mature and more experimented on the language, that is the reason why the last stage of Primary Education is the best moment to introduce it.

This survey presents some limitations which could be improved in the future. On the one hand, it is a theoretical document that does not include a specified didactic proposal so that teachers could understand how to put each approach into practice, but that would surely go beyond the limits of a work such as this. On the other hand, even though it includes a wide variety of approaches, it does not take into account the reality of education nowadays. Ideally, it would be interesting to include my considerations on how each approach works with students with different features. But again, that would not fit within the required limits of a Master's Dissertation.

At this point I would also like to present some proposals along which I could continue researching this field in the future. Even though a brief proposal of the best approach to be used on each Primary Education block has been described, it could be beneficial to develop a deeper study of which approach works better on each educational stage. Moreover, some research about how the methods already mentioned could be combined, that is, how some of them could be used in the classroom at the same time would be interesting. It would let teachers bring more diversity into their lessons and they will deal more deeply with all

students' needs and characteristics when working on different ways.

7. REFERENCE WORKS

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