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Mejora de la destreza escrita en inglés por medio de la literatura: la escritura de una historia breve con Inklewriter

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Trabajo de Fin de Máster

**Mejora de la destreza escrita en inglés por medio de la literatura: la
escritura de una historia breve con *Inklewriter***

**Improving English writing skills through literature: writing a short story
with *Inklewriter***

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ABSTRACT

Within the different skills worked in the EFL classroom, students consider the writing skill the most difficult and tedious one. In this sense, teachers have tried to find a way to engage students on writing activities with little success. However, some researchers such as Vandrick (2003) and Karim Abdalrahman (2021) have highlighted the benefits of introducing literature in the EFL classroom as a tool to improve students reading and writing skills. Most of the research done so far in this area has been applied to university levels and little attention has been given to high school students. For this reason, this master thesis aims to design an innovative proposal which focuses on improving the writing skill by means of literature. To do that, we will apply a methodology based on Collaborative Learning and Task-Based Language teaching model to encourage students to write their own short stories. These stories will be based on the structure of 'Choose your own adventure' novels and they will be carried out by means of the ICT tool *Inklewriter*.

Keywords: foreign language learning, writing skill, literature, collaborative writing, *Inklewriter*

RESUMEN

De todas las destrezas trabajadas en la enseñanza del inglés como lengua extranjera, los alumnos consideran que la destreza escrita es la más difícil y tediosa. Por ello, los docentes han tratado de encontrar una manera de involucrar a los estudiantes en actividades de escritura con poco éxito. Sin embargo, algunos investigadores, como Vandrick (2003) y Karim Abdalrahman (2021) subrayan los beneficios de introducir la literatura en el aula de inglés como herramienta para mejorar las habilidades lectoras y de escritura de los alumnos. Gran parte de los estudios realizados hasta ahora se centran en niveles universitarios, y poca atención se ha dado a los estudiantes de secundaria. Por esto, este trabajo de máster tiene como objetivo diseñar una propuesta innovativa que se centra en mejorar la destreza escrita mediante la literatura. Para ello, se usará una metodología basada en el aprendizaje colaborativo y el aprendizaje de lenguas basada en tareas para motivar a los estudiantes a escribir sus historias. Estas se basarán en la estructura de las novelas 'Elige tu propia aventura' y se realizarán mediante la herramienta *Inklewriter*.

Palabras clave: aprendizaje de la lengua extranjera, destreza escrita, literatura, aprendizaje colaborativo, *Inklewriter*.

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1. INTRODUCTION

English as a Foreign Language has been taught in schools for many years as part of the academic curriculum in Spain. In this subject, students develop their English linguistic skills following a pedagogical line based on the four language skills: listening, speaking, reading, and writing. Nevertheless, even though the command of these skills is necessary in order to have a good control of the language, some of these skills may be considered to be boring or difficult, as it is the case of the writing skill. This skill is usually less enjoyed by students due to the complexities it has. In addition, some learners may present negative attitudes towards writing in a language that is not their mother tongue, therefore showing reluctance to activities that involve writing.

These days, literature is a tool that has gained recognition in its use in the EFL classroom due to its positive effects on the language learning process, especially on the reading and writing skills. The introduction of this tool can serve to expose students to different types of contents that are not usually seen in the classroom. For instance, students will be able to deal with authentic language, and how it is used in real contexts. This will allow them to see expressions and words that they have learned but used in real-life language. Likewise, since students will be exposed to this type of input, they will get familiar with the use of the language and elements pertaining it, such as language structure, and lexical content.

Besides, by following the collaborative approach in the writing skill, which has shown positive results, students will be prone to work with this skill along with their classmates, since the collaboration of students will make this task a more interactive and easy process in which students will enjoy the writing.

All in all, the goal of this dissertation is to put forward a didactic proposal focused on the development of the writing skill in the EFL classroom by means of literature. Our focus is to use children adventure books, from the collection "Choose your own adventure" to provide students with real input so they will, later on, write collaboratively their own short story following the structure of the books. This writing activity is thought to be developed with the ICT tool *Inklewriter*, as it allows students to create stories with different alternative endings. With this proposal, we aim at improving students writing skills but, at the same time, we intend to raise students' motivation in the classroom.

Furthermore, this innovative proposal will be implemented by following two approaches that will also help to the achievement of this proposal's objectives. On the one hand, we suggest a collaborative learning approach to foster groupwork between the learners, creating a more familiar environment between them in which they will be able to work better. On the other hand, we present a Task-Based Language Teaching method, in which students work for a common goal through different activities and tasks that prepare students for their final project.

All in all, the remainder of the work is as follows: first, we will present the objectives that we aim to achieve with this dissertation. Second, we offer a theoretical framework of our study, in order to understand the background of our proposal. Then, we will review previous studies on this field in order to analyse similar scenarios. After that, we present the didactic proposal designed for the improvement of writing skills. Next, we provide our impressions on the project, and the possible limitations that might appear in the implementation of the project in a discussion section. The last section presents the final conclusions reached in the development of the project.

2. OBJECTIVES

The purpose of this didactic proposal is twofold. First, it aims to the improvement of English learners' writing skills by introducing literary works and implementing different activities and tasks focused on the development of this skill. On the other hand, this proposal intends to increase students' motivation towards the development of their writing skills. As writing is considered a difficult and boring task, the proposal aims to make this skill a more entertaining and enjoyable activity.

In order to achieve this, the proposal consists of working with a graded literature book from the collection "Choose your own adventure" through different activities to achieve a deep understanding of it at a linguistic and content level. Then, students will be working collaboratively with different receptive and productive activities focused on learning the structure of the language to acquire knowledge for the production of their own story at the end of the proposal by using the ICT *Inklewriter*. Students therefore will develop their linguistic and cognitive skills by working with different aspects of the language and analysing different matters in the books.

Along with these goals, this proposal also aims to achieve the following objectives:

- Improve students' linguistic skills through different activities based on reading, listening, writing, and speaking.
- Raise students' awareness on the importance of literature as an example of authentic material that help them improve their leaning of a foreign language.
- Develop students' cognitive skills, especially critical thinking, by means of discussion activities.
- Improve student's self-expression, imagination, and creativity.
- Enhance the digital competence of students by introducing different ICT tools in the classroom.
- Foster students' relationships through collaborative learning, as well as other values such as tolerance and respect.

3. THEORETICAL FRAMEWORK

3.1. Written skills in foreign language learning

There has always been a need for humans to communicate with each other in order to express themselves. For that purpose, different languages exist as tools to communicate and express their “thoughts, feeling, ideas, desires, ambitions and queries to the people” (Srinivas Rao, 2017, p. 53). A language that is common to almost every part of the world is English with more than one billion speakers. It has been recognized then, the need of learning the English language, and include it as part of our linguistic knowledge. Nevertheless, to achieve the final purpose of learning the language, it is necessary that students work on the basic skills of English, mastering them so that they are able to communicate accordingly in a context where the use of the language is needed.

The basic skills implied in language learning are four and can be grouped in two types: receptive skills, which include the listening and reading skills, and the productive skills, that consists of the speaking and writing. According to the Common European Framework of References for Languages (2020), these skills are now replaced in a way that it offers activities based on real-life language, presented in four communication methods: reception, production, interaction, and mediation (p. 33). Although the terms applied have been changed, these communication methods also require the improvement of the four basic skills previously mentioned in order to be achieved.

Although all skills should be equally treated by EFL teachers, some of them are not worked in class as much as others. In this sense, Srinivas Rao (2017) mentions that the oral skills, especially the listening, are the ones that receive more attention from EFL teachers. Listening involves learning different aspects of the language in order to understand the meaning of words and sentences. Because of this, teachers focus on learners’ development of the skill, as it is required in order to take part in a communicative process. Regarding speaking, he explains that it “is a productive and very useful skill in communication” (Srinivas Rao, 2017, p. 54). This is so because, in order to express one’s ideas in an oral way, it is important that the speaker is able to speak well in order to express the message clearly for the listener. These two can be considered to be essential for the communicative process to take place. However, the author also shows importance to the written skills. With regards to reading, as it is a receptive

skill, Srinivas Rao mentions that this skill will be present during our lives and brings about many benefits, for instance the increase of knowledge, and wisdom. Therefore, it is important that teachers focus on the development of this skill. And in regard to writing, the author agrees on the idea that it is “the most difficult skill [...] as it involves a lot of hard work and patience” (Srinivas Rao, 2017, p. 55). He also insists on the complexity of writing as it is hard for students to generate clear messages in a foreign language, but, as he mentions, since it is a productive skill used for communication, it is important to put effort in developing it. In addition, since “writing is a quite difficult task and it demands both cognitive analysis as well as linguistic synthesis, the teachers have to motivate and inspire the EFL/ESL learners to improve their writing skills” (Srinivas Rao, 2017, p. 55). Likewise, Fareed et al. (2016) mention that writing “is a cognitive process that tests memory, thinking ability, and verbal command to successfully express the ideas” (p. 84) and thus, it requires a lot of effort from the student.

Concerning reading, this skill is defined by Celik as:

a semantic activity with the mind, and through reading, information is perceived and transmitted to the brain by sensation of the eye or touch and is made into meaning in the brain. The purpose of reading is to understand the message presented by the author in the text (2019, p. 208).

Besides, reading is an activity that requires the interpretation and decodification of different symbols and structures, into meaning information in the brain.

Looking into the definition of both skills, we can observe that both concepts are related, since they have in common the fact that they involve the learning of different patterns of the language, as well as the construction of meaning (Celik, 2019, p. 209). The relationship between these two concepts has been studied during the last two decades, as there is a clear concern of teachers and linguists on how these two skills might work together to “reinforce or accelerate the learning of content, the development of literacy skills, and the acquisition of language abilities” (Grabe, 2003, p. 242) in the learning process of the first language and the second language.

Besides, it has been also pointed out by Celik (2019, p. 210), the reading skill can be seen as an activity process to obtain information. The reading activity can serve as a source of input for the production in the writing skill, and as a tool to improve it. This is so because the data that has been obtained from the text during

the receptive skill is knowledge that can be implemented during the writing, helping to the development of the skill.

On one hand, as argued by Hudson (2007, cited in Celik, 2017, p. 210), students will be able to get input related to the language structure. This is so due to the fact that these structures are used in the text for the expression of ideas, opinions, etc. By reading, those linguistic structures and patterns that are interpreted by the readers will be learned and implemented in their own writings. Besides, they will also have a model to follow when producing their text which they can use to adopt the patterns and linguistic elements that have been used in the text read. Regarding this idea, one advantage is that the comprehension of the text leads to learners' awareness of the structure of the language (Hedge, 2003, as cited in Celik, 2019, p. 209). This means that students will recognize the importance of the language structure, which comprises aspects such as grammar and vocabulary, as it is essential to have knowledge on these matters to comprehend texts (Celik, 2019, p. 210). This part of comprehension is a step that will allow students to improve their writing, otherwise, the positive effects that can be obtained through reading will not be learned.

Similarly, reading will have a positive effect in learners' cognitive development. Reading, apart from interpreting information and building meaning, also involves the development of cognitive skills, mainly those that are related to the organization of one's ideas and opinions. This activity helps learners to comprehend, but moreover, it will help them developing their capacity of independent thinking (Celik, 2017, p. 211). As they will be reading from different texts, they will be able to identify how ideas are organized in them and analyse them, what will help them when producing their written text (Celik, 2019, p. 211). This will have a positive effect in their texts, first, by helping students to express their abstract ideas in their minds, into written output in their texts. And second, improving the way in which learners' ideas are organized, producing therefore a text that is both, coherent and cohesive, and showing comprehension of how the elements expressed in a text should be presented. In connection with this, Vandrick (2003. P. 265) also believes that reading can enhance readers' critical thinking that will foster their writing skills. She affirmed that "ideas, language, readings are not cut-and-dried in their meanings; a thinking person must analyse, question, interpret, synthesize what he or she reads" (Vandrick, 1996b, p.27, as

cited in Vandrick, 2003, p. 265). According to her, ideas should not be considered to not have meaning, but rather, they should be given importance by being analysed and judged by the reader. She also argues that “a good writer must be a good critical thinker” (Vandrick, 2003, p. 265), therefore establishing a relationship between being able to interpret ideas and producing a good text.

In this respect, Carson Eisterhold (1990) also studied the relationship between reading and writing and she proposed three hypotheses to explain their connection. From these three hypotheses, the most relevant one is the directional hypothesis. This idea argues that the connection reading-writing is directional, meaning that both skills have common structural patterns that, after being acquired by the learner in one of the skills, can be applied to the other skill. This idea makes reference to the reading-to-writing model, in which the input is obtained directly by means of the reading text, so it can be further implemented during the written production. (Carson Eisterhold, 1990, p. 89)

Similarly, Krashen’s work on second language acquisition emphasises the hypothesis of comprehensive input (1989, as cited in Celik, 2019, p. 208). This approach explains that for the acquisition of knowledge, learners must be exposed to an input that is slightly more difficult than what they are used to learning. This idea is also present in the connections shown above between both written skills, in which one of them serves as source of input for the other.

3.2. Writing skill in the EFL classroom

Turning now to the writing skill, and what role it has in the EFL classroom, we will be focusing on this skill more deeply, to understand the importance of writing in learning the English language, and the difficulties that may appear when doing so.

Writing, along with speaking, is one of the two productive skills that exist; therefore, it is a tool which aims to convey a message in written form. Moreover, “it empowers the learners to communicate their thoughts, ideas, feelings and expressions in the form of writing” (Srinivas Rao, 2017, p. 55). This purpose of communication makes it necessary for students to practice until they can master it, since even though it is the less used skill in the language, as has been affirmed by Srinivas Rao (2017), it still can be used to express themselves. Due to this reason, EFL teachers show special attention to the development of the skill by

applying different strategies and approaches in the teaching process (Srinivas Rao, 2017, p. 55). In most EFL classrooms of Spain, it is a skill that, after grammar and vocabulary, is usually assigned the highest percentage of the final mark, even more than the oral skills, which are considered more relevant when learning a language. In spite of this, learning how to write in the second language is relevant for the learner, after all, there will be moments in which writing is needed more than speaking, for instance when communicating through a letter, applying for a job online, or composing a specific text (i.e., an article). Thus, “writing as a communicative activity needs to be encouraged and nurtured during the language learner’s course of study” (Olshtain, 1991, p. 235 as cited in Srinivas Rao, 2017, p. 56). Since the main purpose of learning a language is communication, learners must develop this skill if they want to acquire the communicative competence in that language. Likewise, if an individual wants to be fluent in a language, he has to master all the language skills.

Improving the writing skill requires a considerable amount of effort given its complexity and the difficulties faced by students when learning it. Firstly, writing involves good control of different levels of the language, such as the morphological, syntactical, and lexical levels. If students lack on comprehension of these systems, their writings will lack correctness, coherence, and cohesion. For that reason, as Srinivas Rao well suggests, “learners have to put more efforts to acquire much vocabulary as well as more grammatical structures of English” (2017, p. 57). Students then have to go through a previous process of learning, understanding, and practicing those structures that can be used in their written texts, and be able to use them correctly by selecting those that are more suitable for their text products.

A second reason for the difficulty of the writing skill is the big effort as a result of the complexity that the task involves. As explained by Richards and Schmidt (2002), “writing is viewed as a result of complex processes of planning, drafting reviewing and revising” (cited in Srinivas Rao, 2017, p. 56). The whole process of producing a written text is a difficult one. It consists of different steps in which the writer has to define the structure of the text, convey the ideas that the writer wants to express in a correct and comprehensive manner, writing it, and revising it. And if this product does not satisfy the author, it has to be corrected to have a polished version of the draft. The whole process involves much concentration,

since it is a task that has to be carefully done to convey the message correctly. Also, this last aspect is something that has to be taken into consideration. As aforementioned, the purpose of a written text is to communicate by conveying a specific message. If the writer's aim is the comprehension by the reader, the information should be presented clearly (Srinivas Rao, 2017, p. 57). Therefore, learners should focus on expressing their ideas in a way that it does not cause any ambiguity to readers when they come across the text. The process involves therefore, that the learners strive on practicing until they can produce a well written text.

Another reason is the impact of the student's L1 on the learning process of the L2 (Fareed et al., 2016, p. 85). If students do not have a high knowledge of the language they are learning, they will face difficulties when trying to express themselves in that language. Furthermore, students usually think in their first language, so they will try to convey their ideas in the language they think. Because of this, it is expected that they unconsciously introduce elements from the L1. "Reliance on L1" (Fareed et al., 2016, p. 83) is something that students turn to in order to supply their needs when they do not know what to write.

A last reason of why developing the writing skill causes many complexities to EFL learners is the issue of spelling. While writing, students may not use some words because they are not sure of how they are written, or even if the words are used, they might be wrong. Spelling is difficult for students since there is not a correspondence between the sound in the words, and the spelling, so a sound may have different spellings, and one spelling has different sounds (Srinivas Rao, 2017, p. 57). If students succeed in the correctness of the words when writing, they will be able to present a text that does not show spelling mistakes. In addition to this, as Srinivas Rao (2017) points out, punctuation and layout are important aspects when writing. If these two aspects are not considered by learners, their texts will show ambiguity and it will not be understandable for readers. It is important therefore, that students work on all the aspects mentioned to improve their way of expressing in a written format (p. 57).

For all these reasons, learners show animosity when working with this skill. Due to this, an important aspect that has to be taken into account when teaching English as a second or foreign language is learners' view on the language. Usually, students' performance on the language depends on their interest and

motivation in it. Depending on this, their attitude towards language learning can be either positive or negative. If students are motivated to learn it, they will be more probable to succeed in it. However, if they are not interested in the language, this will affect negatively in their learning of the language. In this section, we will present three common aspects that have an effect on students' attitudes of English.

Firstly, there is the issue of students' inner motivation on learning the language. This motivation towards language, according to Lambert (1967, as cited in Sewbihon Getie, 2020, p. 5) can be of two different types: on the one hand, we have the integrative attitude or motivation, which involves the desire of wanting to learn the language to communicate with those speakers, and the instrumental attitude, which involves being fluent in the language for a materialistic purpose. As he states, an integrative attitude results in a more successful learning than an instrumental attitude.

The second factor is related to their socio-affective aspects. Some students may show an anxious attitude to the learning of another language due to different reasons. Mainly, because they have to express themselves in a foreign language that they do not master. This results in a lack of self-confidence in students' performance of the language, as they consider that they are failing in the task. This issue should be carefully tackled by the teachers, as it can be an issue that hinders their comprehension and performance in the language. If students work on the socio-affective aspects that may influence their learning process, they will acquire a good control over it, and have more self-confidence on showing their knowledge on the language. This is related to Krashen's affective filter theory, which affirms that students will perform better if there is a low level of anxiety in the classroom. Likewise, this will improve the self-confidence of students, which "encourages the learner's intake, and will also result in having a low filter" (Krashen, 1998, p. 23, as cited in Sewbihon Getie, 2020, p. 8).

Thirdly, another common aspect that affects students' view on the EFL classroom is the teacher. The teacher plays an important role in the development of learners' language skills. Fareed et al. (2016) explains this aspect as follows: "teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students" (p. 85). Students attitude towards the

language depend on a great way on the teacher's knowledge about the subject and how is their relationship with the students (Sewbihon Getie, 2020, p. 10). The teacher is a figure that has an important influence on learners' linguistic and social development, therefore, they have to show a good command of the language. Also, the teachers' attitude regarding the language and their teaching has to be positive, as it is something that will be transmitted to their students. The second aspect mentioned in the quotation is regarding feedback. Learners' motivation and attitude are highly influenced by the feedback received. Because of this, teachers have to make sure that they do not discourage learners when evaluating them. Finally, motivation by the teacher. It is their job to try to motivate students during the learning process, especially if their attitude towards English is negative. This can be done in several ways, and this will result on an increase of learners' interest on the language.

It is important that these factors (along with others) are taken into consideration in the EFL classroom. Students' attitudes tend to be negative, therefore, there should be an attempt to change their views on learning the language and raise their expectations of it.

3.3. Introducing literature in the EFL classroom

So far, we have focused on both writing and reading skills, and how their relationship can help to their own improvement. This section deals with an explanation on the benefits of literature to develop these two skills within the EFL classroom.

As noted by Celik (2019, p. 211):

reading will enhance cultural knowledge of students, and thus, reading will play a stimulating role to change writing from an annoying activity into an enjoyable learning experience. Students will gather ideas and knowledge through reading that will support their writing performance.

This quotation summarizes the different ways in which reading can help students to develop their language skills, mainly the writing, as well as other abilities, and supports the idea that reading has a major effect on writing skills. Other authors that also holds this hypothesis are Carson and Leki (1993) who defend that although both skills have been traditionally taught separated in the EFL classroom, reading constitutes the starting point of the writing process and is

inevitably linked with it (p. 1, as cited in Vandrick, 2003, p. 264). This relationship has been explained in the previous section, which proves in different ways how these two elements are related, and the advantages that result from linking them both.

Moving on, we will deal with some reasons that justify the use of literature in the EFL classroom for teaching. First, literature can increase learners' motivation as reading literary works is an activity enjoyed by humans. As Vandrick (2003, p. 264) explains, "people (including students) like stories because they cover universal themes, such as family, work, loneliness, love and mortality, and readers can thus identify with the stories and their characters". Due to this, if literature is included in the teaching program, students will be more engaged on the language learning process, as they will shift from a tiring and uninteresting activity, to a different and entertaining one. In addition to this, literature can be used as a tool to attract students' attention to the learning process of the language. Pineteh (2013) and Quintero (2008) explained that "teachers can adapt their pedagogic approaches and can mutually design [...] tasks that could motivate and encourage students by giving them liberty of choosing topics of their interest" (as cited in Fareed et al., 2016, p. 85). By doing so, students can learn the language motivated by topics that are of their likings. For instance, if learners can work in a project based on a literary story of their choice, they will be able to express themselves in a freer and better way, as the topics will be of their interest. Furthermore, learners will be able to use their imagination and express their thoughts when completing tasks and projects related to literature contents that are enjoyed by them.

Apart from the increased motivation, another reason for implementing this is the raise of learners' cultural and social awareness. The reading of works from different authors, periods, and topics, will increase their consciousness on the diversity that is present in the world, that is likewise portrayed in literary works. Learners are usually familiar with their own culture and contexts, so by introducing them to different ones, they will obtain information about the background culture of the readings. Thus, they will be learning about the cultural aspects, such as history and society, deepening their understanding on the differences found in ideologies and traditions (Violetta-Irene, 2015, p. 75, as cited in Karim Abdalrahman, 2021, p. 6) between the foreign culture, and their own

one. Furthermore, they will be developing a sense of appreciation and respect towards other cultures and working on their intercultural competence, as Bilal et al. states, “culture teaches students understand and respect people’s differences” (2013, p. 30, as cited in Karim Abdalrahman, 2021, p. 6).

One aspect that is of our interest in this work, is the fact that literature can improve students’ knowledge on the English language. Some authors state that “literature is language in use” (Ajoke and Shapii, 2017, p. 54, as cited in Karim Abdalrahman, 2021, p. 3) meaning that literature provides a context for the use of the language. By using a real situation that is portrayed by means of literature, learners can witness how different aspects of the language are used in context and facilitate the learning of those linguistic aspects. Also, Karim Abdalrahman affirms (2021) that language and literature are like the two sides of a coin, since the learners of a language should learn its culture, and literature is expressed through that language. Therefore, one of the affairs cannot be taught by neglecting the other, as literature is useful for providing a context to the structures of the language (Karim Abdalrahman, 2021, p. 2). Consequently, formal aspects of the English language can be learned by means of literature, for instance, the grammatical and lexical system of English. As Vandrick (2003, pp. 265-266) points out, “students can learn very precise, nuanced, and useful vocabulary in literature [...]. Grammatical patterns can be absorbed unconsciously in the course of reading literature as readers are exposed to complexity, variety, and subtlety in grammatical patterns”. The exposure to language that learners’ experience when reading will ease the acquisition of linguistic aspects as they will be internalizing them unconsciously while comprehending the reading. Likewise, they will be able to witness how those patterns and structures are implemented in a context, what makes it easier for them to grasp their meaning and purpose, and how they are properly used. This is all due to the fact that literature is a trustworthy source of authentic materials.

The third argument of why literature should be used is the benefits gained by students regarding their way of thinking and expressing themselves, that will be useful when doing their written texts. Although this aspect has been introduced before, it is now necessary to explain it more thoroughly. The reading activity has a positive impact on people’s minds. By interpreting information and understanding, making relationships, and comparing different texts, readers are

working with their brains in different aspects. Principally, reading involves a process of analysis of the information found in the text, what develops humans' critical thinking as they are examining the information in it by making use of their observation and reflection skills. As has been stated by Vandrick (2003, p. 265), "practice in analysing literature, teasing out its multi-layered meanings and aspects, cannot help but make students more sophisticated in their own thinking and writing". She continues later by saying: "reading good literature teaches them the importance of sensory and descriptive details, of close observation and reporting" (p. 266). Readers, therefore, improve their analytical, and observation skills, working also on their intellectuality.

Apart from this aspect, the exposure to literary works will have an impact on students' creativity since "students who read literature are reading creative work, and exposure to creative work enhances the students' own creativity which in turn enhances their writing ability" (Vandrick, 2003, p. 266). The contact with literature allows students to appreciate different writing styles, ideas and strategies used by the authors to foster originality in their texts. Consequently, learners will be motivated to include new ideas and techniques to their own writings, enhancing their imagination and introducing new concepts and ideas in them.

Overall, these are the main benefits that can be obtained through the implementation of literature in the EFL classroom, and it is evident that other approaches or methods would not have the same impact on students' learning process. Literature is then, a tool that can serve to implement a different approach in the teaching process, making it an enjoyable and fruitful way of teaching.

3.4. Collaborative learning approach in the EFL classroom

Previous authors have considered that the collaborative learning approach is based on Vygotsky's theory of Zone of Proximal Development (1931). This theory makes reference to the distance that exists between two capacity levels of a person. They are:

the actual level, which is determined through the ability of the learner to do something individually, and the possible level, which is determined by the ability of the learner to do it with the help of an adult or a more advanced and capable classmate. (De Guerrero & Villamil, 2000, as cited in Basher Albasher, 2012, p. 22)

We can perfectly see the relationship between Vygotsky's view on developing knowledge. By implementing the collaborative learning method, students will receive support and feedback from their peers when doing the classroom activities and tasks.

Related to his theory, it is interesting also to explain the concept of scaffolding, which is commonly used in the education field. Dennen (2004) defined it as

a metaphor for a structure that is put in place to help learners reach their goals and it removed bit by bit as it is no longer needed, much like a physical scaffold is placed around a building that is under construction and removed as the building nears completion" (p. 815, as cited in Beshar Albeshar, 2012, p.22).

This technique serves as a supportive tool for the learning process of the learner.

Other authors have also established a relationship between this pedagogical approach with Piaget's theory on collaborative learning known as cognitive development theory. The theory affirms that the development of students' thinking occurs when interacting with others. As a result of that communicative process in which there are disagreements and contradictions, and new information is learned by them, learners acquire develop a new understanding after re-examining their ideas (Beshar Albeshar, 2012, p. 26). Since collaborative learning involves communication between the different members of a group, it is expected that there will be contradictions and differences of opinion between them. Their interaction in order to solve those issues will make them understand different points of view regarding a specific matter, and learning new knowledge provided by peers.

This approach has gained recognition during the last years in the EFL classroom since the positive aspects that can be achieved through it are plenty. Due to the length of this dissertation, we will only deal with some of them, however, as a way of illustration, we will list them at the end of this section.

The main benefit is the development of the learner's autonomy since the approach welcomes the implementation of Learner-Centered Approach (Srinivas Rao, 2019, pp. 8 - 10). Since students work in small group, and at the same time, independently, each one focusing on a task or activity, they develop a sense of learning in an independent way. As Smith and MacGregor pointed out, "collaborative learning varies widely, but it focuses on students' exploration or

application of the course material, rather than the teacher's presentation or explication of it" (1992, as cited in Srinivas Rao, 2019, p. 8). This quotation explains that learners work by themselves without constant support from the teacher. The processes of understanding, researching, and comparing information done by the groups without the help of the teacher result in mutual work to solve the problems and doubts that students may have. This individual effort carried out independently is something that fosters their individual abilities and autonomy.

Another advantage of the approach pointed out by Srinivas Rao (2019) is promoting group work in the classroom (p. 10). The mutual work in the classroom benefits students in different ways, for example, by dividing the collaborative work into different tasks and activities carried out by different individuals. This way, the achievement of the group's goals, and the distribution of the job will be easier (p. 11). Moreover, this strategy involves an improvement of the interaction and communication of students in the classroom. Learners have to communicate in the groups, what will be helpful for them to express their ideas and opinions regarding their project. As a result, it will also have a positive impact on their linguistic, communicative, and social competences. In addition to this, "Gillies and Ashman (2003) mention that [...] the collaborative learning strategy has a beneficial effect on a large number of dependent variables: for instance, achievement, productivity, motivation, good relationships with participants, overcoming stress, and adversity" (cited in Beshar Albeshar, 2012, p. 36). The environment formed by the group has enormous benefits for students' learning, social and emotional aspects of learners.

Other positive aspects associated to this approach are the gain of new knowledge by interaction and peer feedback, the foster of active learning, the developing of some cognitive abilities, such as problem solving and critical thinking, and the increase of students' confidence (Srinivas Rao, 2019, pp. 9-10).

Let us now consider how this approach can be used for the improvement of writing skills by focusing on collaborative writing. According to Beshar Albeshar (2012), "collaborative writing refers to a group of writers working in small groups as a team to produce and complete a shared piece of writing" (p. 46). Therefore, learners work together to achieve the final goal of creating a written text by sharing their ideas and opinions, organizing the role of each member, and

dividing the work between them. In regard to this, Flower and Hayes (1981) divided the process of collaborative writing in three phases: first, the planning phase, in which “writers form an internal *representation* of the knowledge that will be used in writing. This internal representation is likely to be more abstract than the writer’s prose representation will eventually be” (Flower and Hayes, 1981, p. 372). The second phase is the translating process, considered to be “the process of putting ideas into visible language” (Flower and Hayes, 1981, p. 373). As the authors explained, they chose this term since the transition between planning and translating might involve a representation (translation) of symbols with meaning used in the planning, such as images or key words, into a whole piece of writing in English (p. 373). The last phase is the reviewing process, which “depends on two sub-processes: evaluating and revising” (Flower and Hayes, 1981, p. 374). By working collaboratively, and following Flower and Hayes’ model, the fulfilment of the task will be easier, since students can collaborate with each other to solve the doubts, contradictions or issues that may arise, and can organize their work. As Elbow (1973) mentioned, “two heads are better than one because two heads can make conflicting material interact better than one head usually can” (p. 49, as cited in Beshar Albeshar, 2012, p. 47). Learners will work with their mates to solve any problem that may arise, and to share their knowledge with each other, which can be helpful when developing the writing skill. The benefits of collaborative learning, both, at individual and group level, show that this approach is suitable for working the writing skill in an EFL classroom.

3.5. Task-Based Language Teaching (TBLT)

Along with the collaborative learning approach, another method that can be used to improve students’ writing skills is the Task-Based Language Teaching (TBLT). It can be defined as a pedagogical method that uses tasks as a tool for the development of students’ knowledge in the class. There have been numerous attempts by different authors to provide a definition for what a task is. Nunan (1989, p. 10) defines it as “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (as cited in Hismanoglu & Hismanoglu, 2011, p. 48). Willis, J. (1996), another author, considers that a task is “a goal-oriented activity in which learners use language

to achieve a real outcome” (p. 53, as cited in Hismanoglu & Hismanoglu, 2011, p. 48). Hismanoglu & Hismanoglu (2011) add that this type of activity cannot be considered a common classroom exercise, as it goes beyond the linguistic field, putting some focus on the extralinguistic world (p. 48). One essential principle of TBLT that can be added to these definitions is the idea of doing something with the language, instead of only learning it (González-Lloret, 2017, p. 235).

This method emerged in response of the PPP model (presentation-practice and production) in order to offer a pedagogical approach in which communication and social interaction were present, as stated by Hismanoglu & Hismanoglu (2011, p. 47). They also mentioned that TBLT offers a context in which students have the opportunity to practice the language by means of the activities of the task that will be carried in the classroom. Therefore, it is considered a means to use language.

In order to have an insight on how this method is implemented pedagogically in class, we will list some characteristics proposed by Nunan (1991, p. 279, as cited in Yildiz, 2020, p. 74):

- The communication by means of interaction between the learners is emphasized. As aforementioned, communication is one of the purposes of this method. Since learners will be interacting with each other, interaction between them will take place, resulting on development of their communicative skills.
- There is a use of authentic texts. Since tasks focus on learning that are also focused on the real world, it involves the introduction of authentic material for students to receive input of the topics they will be working on.
- There is a special focus on the learning process instead of only the language. Learners will be able to pay attention to how they are working and on acquiring knowledge during the process.
- The learners’ personal experiences are used for the classroom learning.
- The knowledge of the language acquired will be activated in students’ minds by making relationships between both elements.

This approach has plenty of advantages that have a positive impact on students’ increase of knowledge, and development of their linguistic and social skills. Many of the benefits are common to the collaborative learning strategy, explained

above, and moreover, the benefits gained in both the collaborative and the TBLT approach make them two beneficial tools to be implemented together in an EFL classroom. First of all, TBLT is considered a learner-centered approach. Since learners have to work by themselves to do the activities requested and use the language to interact, they will be focusing more on their individual (and group) performance than on asking for help to the teacher:

since language learners make an effort to perform a task, they have rich opportunity to interact with their peers. It is this interaction that is assumed to ease language acquisition in that learners are to try to comprehend each other and to present their own meaning (Larsen-Freeman, 2000, cited in Hismanoglu & Hismanoglu, 2011, p. 49).

Learners therefore focus on how they communicate with the other students, and on making an effort to understand the other learner. Besides, since they have to carry out different activities that are part of the process of completing the task and interpret the materials to achieve that, students are working on the development of their skills and, at the same time, they are depending on their own abilities for that.

The implementation of this approach provides a context in which natural learning can take place. As Yildiz points out (2016), “language learning takes place in a natural learning environment and more progress in promoting language acquisition can be observed when learners are engaged with meaningful activities with authentic materials” (as cited in Yildiz, 2020, p. 72). The contact with language by means of authentic materials helps learners to come in contact with a real use of the English language. By being exposed to it, learners can naturally acquire linguistic elements, especially if they are motivated by the activities associated with them.

A big advantage is the increase of students’ motivation in learning the language. Because this serves as a tool to communicate, and it is necessary for understanding the materials and activities, students will become aware of its importance. Moreover, this approach is an interesting tool to introduce topics of interest by students.

Finally, a specific benefit of this method in this proposal is related to Srinivas Rao’s view on collaborative learning. He stated that “collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual

effort by either the learners or the learners and teachers together” (2019, p. 8). TBLT is an educational approach that can be included in collaborative learning since it shares common aspects with collaborative learning, such as the foster of learner autonomy, the focus on a common goal, and interaction among the peers.

3.6. Technology and ICT tools in the EFL classroom

The use of technology in human’s daily lives has had an impact in almost every aspect of their routines. Technology now plays an important role in our society, including education. As a consequence, the use of Information and Communication Technologies (ICTs) has become widely spread due to its capacity of obtaining, analysing, and sharing information.

The term of ICTs refers to a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, [...]” (Ghasemi & Hashemi, 2011, p. 3098). Every technology that is used for any of the purposes mentioned, or any other related, can be considered to be an ICT tool.

The ICTs that can be used in education are mainly the computer, tablets, laptops, internet, pedagogical software, and online applications that can improve the quality of the teaching/learning process and help to learners’ skills’ development. By making use of them, students are able to access information and services on the internet that are not offered by other means. For instance, students can use them to have access to different types of media (Çakici, 2016, p. 73) such as videos, audios, images, and interactive platforms. In addition to that, they can communicate, express themselves, and work independently in different processes that can be carried out with ICTs.

Moving on to the benefits of using ICTs in an EFL classroom, the main one is the contact that learners will have with real contexts and materials, in which the language is used. Since students are used to an English variety that is adapted to their level, and that do not usually offer everyday contexts, they are able to experience them by making use of online platforms. Moreover, it can promote the “exposure to the cultures of the peoples and countries where the new language is spoken and enables children to access ad research information worldwide” (Ghasemi & Hashemi, 2011, p. 3099). This will be an opportunity for students to appreciate the differences that exist in cultures, countries, languages, and

communities, as well working with the language in a more innovative and engaging way while developing a sense of awareness towards the world, working therefore the intercultural competence.

Another benefit is the development of the digital competence. This skill is very present in curricula for teaching programs in schools, thus, it is important that teachers also strive to allow learners get familiar with technology. Its introduction in the class can be done in different ways, from doing activities and tasks using online ICTs to looking for information and materials online. Besides, some ICTs can be used to communicate with the teachers and the rest of classmates. This way, learners can interact in a different fashion with their peers while getting used to work with technology. As pointed out by Uluc Isisag (2012), this approach to technology in the classroom will allow them to use ICTs in an educational context, since even though “an increasing number of learners have access to online technologies and use ICT for personal interactions, they find it challenging to use ICT in an educational context” (p. 3). Students are used to communicate and make use of different ICTs by playing online, communicating, and watching series of movies. Access to technology is something positive, but students should also learn how to use it in an academic and more professional way. This way, the capacities that can be developed by doing so can be useful for non-academic related activities and other aspects of their lives.

A third advantage is that “ICTs can be used to integrate speaking, listening, reading and writing” (Ghasemi & Hashemi, 2011, p. 3100). Since these tools are very versatile, they can be used to enhance these skills, and work with them in the classroom. Ulus Isisag explained that ICT offers the possibility of using different skills and combine them, for instance when using texts and images (p.2). This gives opportunity to create and have access to more interactive materials that can be used to develop different skills at the same time and can make students aware of the relationship between the different language skills, and how all of them are present in everyday lives. In addition to this, internet is a source to find authentic materials (Ulus Isisag, p. 2). Having access to them will result on students’ exposure to real-life events and conversations that will make them meet the realest version of the English language. Related to this, ICTs have the capacity of adapting programmes, materials, and other contents, to the students’ profile (Ulus Isisag, p.2). Frequently, materials and resources are not adapted to

students' levels, so it is necessary that teachers adapt them before introducing them to learners.

In fourth place, the introduction of technology can increase students' motivation in the class. Many researchers have agreed on the influence of ICTs on learners' motivation, and their interest on being more engaged in the class (Warschauer, 1996; Reksten, 2000; Jay, 2006; Kassim et al., 2007; Ilter, 2009 as cited in Azmi, 2017, p. 112). Overall, students tend to display a more positive attitude towards the classroom when ICTs are introduced. Several studies confirm this. For instance, the research done by Kasim et al (2007, cited in Azmi, 2017, p. 112) affirms these aspects, and proves that students' view on the learning of the language can be affected in a positive way by using technology, since it makes the classes more interesting, especially with the use of authentic materials.

To finish with, another advantage we would like to mention is the learner's autonomy in the class. The introduction of ICTs in the classroom means a change in the role of the teacher, as pointed out by Murray et al. (2005 cited in Azmi, 2017, p. 113). Thus, when students are doing activities that require the use of ICTs, the teacher no longer acts as a lecturer, but rather, he is now a facilitator of learning who may give instructions and guidelines. Due to this, "students become more independent and more self-sufficient" (Murray et al., 2005, as cited in Azmi, 2017, p. 113). This autonomy would cause students to shift from being learners to "take ownership of their learning and contribute to its construction and organisation" (Lee, C., 2005, as cited in Azmi, 2017, p. 113). Furthermore, according to Azmi (2017, p. 113), the introduction of tasks and projects, which promote students' autonomous learning, enhance their learning process. Their effort to achieve the purpose of these tasks will foster their independent learning. To conclude this aspect, Kassim et al. (2007, as cited in Azmi, 2017, p. 113):

A dynamic class environment makes teaching more flexible and adaptable and creates classes featuring activities and tasks such as project work, cooperative learning and peer tutoring that allow students to develop and control their learning, thus leading to a less teacher-dominated learning environment and encouraging personal initiatives and more individualised learning.

3.6.1. ICT tools to improve the writing skill: the use of *Inklewriter*

We have previously mentioned some of the negative perceptions that students have towards writing in the foreign language, for instance low interest and motivation, the difficulties that students have when writing or the socioemotional problems that writing may cause on them, such as anxiety. These matters can be tackled by introducing the use of ICTs in the classroom. The numerous advantages that it has, as has been shown in this section, make it a tool that can be implemented to solve these problems.

The introduction of technology can increase students' interest on writing and can help to create a better environment in which students feel more engaged with the rest of the class. Because of this, introducing activities and tasks that involve the use of technology can be useful. Some of them could be the use of blogs, in which students can express themselves with a topic by writing; exchange of emails with native speakers, in which they can communicate with learners from different places, therefore establishing relationships with them, and enjoying the experience; etc. Apart from individual activities, students can also work collaboratively by doing different tasks and activities in groups. One clear example is the use of wikis, in which different individuals share a space in which they can share contents, ideas, and their own thoughts on different matters. Another example is the use of group chats, which can be used in different ways and for different purposes, for instance for communicating with peers, or for learning purposes.

One ICT tool that can be used to enhance students' writing skills is *Inklewriter* (see annex 1). This tool focuses on the creation and publication of interactive stories. It offers the option of creating stories in a more interactive way, promoting the use of creative writing in a more engaging way. By accessing the website, learners can login and start writing as if they were writers, since the format of writing is similar to a book. While learners develop their stories, they can write different chapters to distinguish the beginning of the story, the different parts of it and the ending. When finishing their stories, they can publish them, and share it with other people by making use of a link. This tool is beneficial as it allows learners to create new stories, and boosting both, their imagination and motivation while doing so.

4. STATE OF THE ART

There are different studies which have been conducted regarding the introduction of literature in the EFL classroom in order to improve students' writing and reading skills. In this section we present some of these studies.

The first study was done by Leal in 2015, in the University of Hawaii. Its purpose was to shed light on how using children's literature could enhance the learning of English language on some Japanese adult students enrolled on an *English Reading and Writing* program, mainly the reading and writing skills, in adults' learners. The purpose of the study was to look into the benefits that can be achieved by introducing children's literature in adults' second language learning.

The author explains that children's books could be used to improve their learning process for two main reasons. First, because of the input they can obtain from it, and second, because most children stories were first written for an adult audience but were later adapted.

For the study, the author designed a lesson plan with the activities that were meant to be done in the program. She focused on the use of pre-reading activities and tasks that will allow students to activate their brains for the task, and then, she proposed tasks that dealt with vocabulary and grammar, apart from discussion questions related to moral values and the storyline.

The findings of the study were first, an improvement of students' linguistic skills. By making use of a 5-point scale to see students' agreement to their increase of vocabulary, the results were positive. Then, regarding their writing skills, an improvement of their fluency was notorious in their written texts. Students' cognitive skills were also improved, what fostered their development of critical thinking.

Finally, the study suggests some ways in which reading and writing skills can be developed by using literature, which are the use of pre-reading activities to prepare students for the task, giving the students the opportunity to prepare their questions for the reading comprehension, and the activity of retelling.

The second study, conducted in 2015 by Saeed Adam, focuses on the development of students' narrative writing through the reading of short stories in an EFL classroom and the relationship that may exist between reading stories and developing the writing skill.

The participants of the study are a group of sixty English learners from 3rd year of a university in Saudi Arabia. The group was divided in two, each of thirty students, respectively belonging to the control and the experimental group. The methodology conducted followed a descriptive analytical research method. Students had to complete a test before and after the program in which they were asked to write their own version of stories, bearing in mind some elements from narrative texts (characters, focalization, use of dialogue, context, narration of the story and ending). Between both tests, students had to read two short stories by Ernest Hemingway.

The findings of the research showed that the use of short stories helped to the development of students' narrative writing, promoted a better understanding of the elements in a story, and made students narrate the story in a chronological order. In addition, other positive results are the development of students' imagination and the increase of vocabulary. likewise, it helps students overcome their difficulty when writing.

A third study was conducted in a secondary school by a former master student. The participants were a group of 30 students from 4th year of secondary education. The goal of the study was to use novels to promote a pedagogic approach based on three models, a cultural model, a personal growth model and a linguistic model. Therefore, in order to achieve that, the author developed a task that would foster learners' linguistic competence, as well as their cultural knowledge and values.

During the study, students had to read some extracts from the novel *Brave New World* and do different activities. At the end of the implementation of this task, learners had to complete a questionnaire related to their experience and impressions while doing the task. The findings of this research tool showed that students had a positive attitude towards the use of literature in the English classroom, especially because it served as a way of expressing themselves in a more particular way.

The three studies prove the numerous benefits that can be obtained by the introduction of literature in the teaching of English. However, these studies focus on how literature can improve the reading and writing skills of adult learners, undergraduate students in both cases and, therefore, few attention is placed on young students at high school. Besides, the use of traditional stories is a well-

known topic for students, so they may feel bored sometimes. Indeed, the designed activities are developed in a traditional way, excluding technology, which is extremely relevant resource these days which help students improve their motivation as well as to develop their digital competence.

For these reasons, the innovative proposal presented in the master thesis is devoted to Secondary students and aims at improving reading and writing skills by introducing literature in the EFL classroom by means of the collection 'Choose your own adventure', which allows students foster their imagination to then create their own writings. These books will help students to develop their writing skills, as they will serve as real input to conduct a final activity using the ICT tool *Inklewriter*.

5. DIDACTIC PROPOSAL

In the next sections we will proceed to explain the different elements that are taken into account in the development of our innovative proposal.

5.1. Justification and legal framework

The present proposal is aimed to students' development of writing skills by the introduction of literature in the ESL classroom. By introducing books and stories in the teaching process, our purpose is to help learners in the improvement of their writing and reading skills. Literature can serve as a tool to teach different aspects of the language and develop different skills, but in addition, it can be useful for students' performance in the class. Since literature is an entertaining activity, it will help to increase students' motivation in the class. This last aspect is something that we consider relevant because their participation on this proposal depends a great deal on the attention and interest that students have on this.

The main idea of this proposal is to make students read a graded book of their choice, from the collection 'Choose your own adventure (see annex 2)'. They are based on different adventure stories that focus on the reader as main character of the books. The particularity of these books is the multiple endings that they offer, since each book offers different developments of the story and endings as the story goes on. This results on stories that differ on their endings. The readers therefore have the feeling that they belong to the story and are in control of what happens in it. The choice of this type of books makes it a good pre-activity for their final project, in which students will create and write in groups a whole story by using the tool *Inklewriter*.

During the course in which the proposal will be implemented, students will be doing activities and tasks, both, related and non-related to the books they have read during the first term, that focus on the development of their language skills. These will be created and based on authentic materials related to literature so that they can work with them by interpreting and analysing that information and by being exposed to a real version of the language. To achieve that, they will work on activities and tasks in which they will deal with different aspects of the language and the content of the materials. Students will work from the beginning with activities focused on the written system of the language. They will gradually

progress from reading a book, from which they will learn elements that will serve as input for them, to do comprehension activities related and non-related to the story, but also to learn formal aspects of the language that will be useful for their realization of the final project. These activities will serve them as introduction and preparation for this project, in which they have to create during the final term using *Inklewriter*. Apart from this final project, students will do a final writing in which they will share their experience during the development of this project,

The activities used are in consonance with the contents from the academic law, collected in the Decree of 19/2015 of 12th June. Besides, this law divides the language into four blocks (oral comprehension, oral production, written comprehension, and written production) that corresponds to the four language skills, so some specific contents of these skills can be related to this proposal. We will list some of them as a way of illustration:

- Mobilisation of prior information on task type and topic.
- Narration of specific and habitual past events, description of present states and situations, and expression of future events.
- Description of physical and abstract qualities of people, objects, places, and activities.
- Build on and make the most of prior knowledge (use 'ready-made' language, etc.).
- Expressing the message clearly and coherently, structuring it appropriately and adjusting, where necessary, to the conforming, where appropriate, to the patterns and formulas of each type of text.
- Readjust the task (undertake a more modest version of the task) or the message (make compromises in what you would really like to express), after assessing (making compromises in what you would really like to express), after assessing the difficulties and resources available. difficulties and available resources.

Apart from this, the proposal aims to develop the competences found in the Organic Law 8/2013, 9th December for the improvement of the educational quality. Likewise, the objectives of this proposal are taken from this law and the Decree 19/2015, 12th June. They are:

- To develop and consolidate discipline, study, and individual and group work habits as a required condition to achieve an effective realization of the learning tasks and as a way of personal development.
- To develop the basic skills when consulting different sources of information using critical sense to acquire new knowledge. To acquire a basic formation in the field of technologies, especially those related to information and communication.
- To develop the sense of entrepreneurship and self-confidence, participation, critical sense, personal initiative, and the capacity of learning to learn, plan, take decisions and assume responsibilities.
- To understand and express in one or more foreign languages in a proper manner.
- To appreciate the artistic creation and understand language in its different artistic manifestations, using different ways of expression and representation.

Furthermore, the objectives that we intend to achieve in this innovative proposal are the following:

- To improve students' written skills, especially the writing skill.
- To develop a sense of awareness on the use of English in authentic materials.
- To increase students' vocabulary and language structure knowledge.
- To raise awareness on literature and its use in the class.
- To foster collaborative work among the students, resulting in better social relationships.
- To work with authentic materials and a realer use of the language.
- To foster students' creativity and imagination, as well as their critical thinking.

5.2. Participants

This proposal is intended for a group of 25 students of a 4th year of secondary education. This choice is based on different reasons. The first is their level of knowledge on the English language. Reading and comprehending a literary book

require of a certain level of English. The books used in the proposal are aimed to be read by native English speakers of 13 years old approximately, but since in our case our students are native Spanish speakers learning English as a second language, the level is suitable for them.

Secondly, although the books are not complicated to read, students should be able to follow the storyline and comprehending it without losing track, especially in these types of books in which the storyline takes sometimes turning points. Therefore, they should have some familiarity with reading texts and books as it is necessary here.

Also, since students of this age are in the phase in which cognitive skills are being developed, reading will be an activity that can enhance this. As we have seen in previous sections, the reading activity brings about many benefits on students' brains.

And finally, as they are also in the age in which hormones are affecting their emotions, and it may be difficult to keep them focused on the classroom, this activity will motivate them to pay attention and participate more in class.

5.3. Methodology

Regarding the methodology that will be applied during the proposal, we shall start by pointing out the two approaches that will be used. As mentioned above, we will use Collaborative learning so students will work in groups in order to fulfil the different tasks as well as the final task and achieve the objective of improving their writing and reading skills.

The second approach that will be followed is the TBLT. This will allow learners to work on small tasks during the course that will serve as pre-activities for their final project, therefore, students will be working with activities and tasks that will help them work with both, real materials, and the language to prepare their final project. Learners will start with activities of comprehension of the books they have to read and will shift into activities more focused to the written system of the language. Some of these activities will be done individually as they will help students to promote their autonomy and help them develop their skills. Almost all the activities carried out during the proposal will be designed by the teacher in accordance with the content of the different books. As a way of illustration, we

provide some of the materials in the annexes section based on the book 'Blood on the Handle'.

The distribution of groups will be done according to the teacher's criteria, who will create groups with different types of students regarding their knowledge on the English language. Therefore, each group will have students that have a good command of English, and students who do not perform so well in this language. This way, all groups will be able to perform well during the activities and will also learn new knowledge from their peers while working collaboratively.

All that has been mentioned so far justifies the focus on a more student-centred approach in this project. As they will be asked to work in groups, or individually, students will be more focused on their performance without the continuous assistance of the teacher. One of the purposes of this task is to let students make their own choices and plan their work, therefore, the teacher will have the role of a helper, that will assist them occasionally, and will give them general guidelines.

The classes will be fully developed in the second language. Students of this age should have a good command when communicating in class, besides, the activities are not complex, therefore we expect that they will mostly use this language, following therefore a Communicative Approach methodology. Besides, since communication will be necessary during the realization of the tasks, they will strive to communicate in English with the rest of students to express their thoughts and ideas. Since they will be speaking with peers, they will feel more confident with them, as they all have the same level and are learners as well.

Finally, it is important to highlight the importance of technology in the classroom. Students will be working with different ICTs so they can get familiarized with tasks such as looking for information on the internet, use different online platforms, and complete and send activities online. The focus will be placed on the use of *Inklewriter*, as it will serve to develop their final task. By introducing technology, we will also increase their motivation in the classroom, as technology is a tool that students are interested on.

5.4. Materials

The materials that will be needed in this proposal are, firstly, the books of the collection 'Choose your own adventure'. Our aim is to provide students with the books they will be reading, either by taking them from the library, or by purchasing

them, therefore, the school will be in charge of them. Other materials that will be needed are the computer, screen projectors and speakers for the group activities and presentations that may be done. In addition, since learners will work with an ICT tool, they will use their laptops or tablets. Printed materials will also be used for the activities that will not be done online.

Regarding online resources, the main ones that will be used are *Microsoft Teams, Inklewriter, WordWall, Flipgrid, Kahoot*, and some online websites that will be mentioned in the explanation of the activities.

5.5. Timing

For the effectiveness of this proposal, it will be implemented during the whole academic course. Therefore, we will divide the tasks in the three trimesters.

In the first term, this project will consist of five sessions. The first session will take place at the beginning of the last month of the term. In this session students will do some pre-reading activities. Then, they will be assigned a book to read at home. At the end of that month, three weeks later more or less, four sessions will be devoted to post-reading activities.

The second term consists of four sessions in which students will work with the formal aspect of written texts to work on their writing skills.

Finally, during the third semester, students will have five sessions to work on the development and creation of their story with *Inklewriter*.

The sessions of the last two trimesters will take place every two weeks during one and half month.

5.6. Proposed activities

In the following sections, we will proceed to explain all the sessions with their respective activities that have been designed for the innovative proposal.

5.6.1. 1st Trimester

The activities designed for this term are expected to help students familiarize with literature and with the special structure of the collection of books 'Choose your own adventure'. The focus will be placed on the reading skill as well as on collaborative work with the aim to prepare students to write their own collaborative story in the final term. The activities have been organized in four different groups.

- **Pre-reading activities (session 1)**

First of all, as students are expected to work in groups in this project, the teacher will divide the class into five groups of five students each and they will be informed that, although some activities will be carried out individually, they will work in these groups during the whole project. After that, they will start doing some pre-reading activities, so they are introduced to the main topic of the project.

- Free writing activity: In this activity, learners will be asked to write on an everyday topic given by the teacher for 10 minutes. They will be writing freely to express everything that comes to mind during those minutes. This activity will be handed in to the teacher, as it will serve to evaluate their progress during the course.
- Introduction to 'Choose your own adventure': The second activity is based on introducing students to this collection of books. Students will try to infer from the title of the collection what these books are about, and why they are named like that. Then, the teacher will explain them the particularity of these books as regards the selection of different plot lines.
- Books' synopsis: The title of the books selected by the teacher as well as the image in their cover will be assigned to each group (see annex 3). With this information learners have to try to infer what the books are about. After sharing their impressions with the rest of the class, the teacher will explain the synopsis of each book so that each group can choose one.
- Selection of books: During this term, students will be reading and working with the literary book chosen from the collection 'Choose your own adventure'. The teacher will offer students 5 different books and each team has to choose one trying to please all the members of the group. Some of the books we would propose are: 'Blood Island', which is a horror book; 'Blood on the Handle', which has a mystery storyline; 'Project UFO2', from the science-fiction genre, and 'U.N. Adventure: Mission to Molowa', an adventure story book. Once they have their books, they will be asked to read them at home and to finish them in three weeks.

- **Post-reading activities (sessions 2-5)**

After reading the book, the following activities are focused on checking students' comprehension of the story.

Discussion activities:

- Sharing general impressions: The activity consists of students sharing their thoughts on the stories with their group mates. To help them starting a discussion, the teacher will pose them some questions regarding how they felt about reading the books, if they liked them and whether they felt as part of the story or not. The aim is for students to express themselves and share their ideas and opinions with their classmates.
- Discussing alternative endings: this activity will be focused on groups discussions between the members. Since each book offers different endings, students will be discussing about how their endings differed from the others. Then, they will be answering some discussion questions that will be given by the teacher (see annex 5).

Comprehension and production activities:

- 'What happened with X in the story?': students have to summarize some aspects of the story. Here, the teacher will give each group the name of a character, a specific object that appears in the story, or a place, and they have to explain what happened with that element in the book in each plotline. Then, in groups, they have to compare what happened to that element in each storyline, as each story differs. After that, they should present it to the class.
- Vocabulary activity: To check their comprehension of the words while reading, learners will be given some words and expressions in Spanish, and they have to find the English word in a text that will be given to them, which corresponds to a part of the book they have read. Since it is an activity that will be done collaboratively, the words to be looked for will be the most complex ones of the books (see annex 4).
- Summarising my own story: this activity aims to provide a summary of the story in the book. Each student will prepare a summary of their book, with each individual's ending.
- Preparing a presentation in groups: this is the last activity of the term. The teacher will ask each group to work collaboratively in order to do a summary of their books in a presentation. First, students will read the summary they did in the previous session to their group mates so they can

select the common parts and write collaborative a final version to be included in their presentation. As the ending will differ, each member of the group will write individually a few lines on their respective endings, which will be also added to the presentation. They will start in class, but they have to finish the presentation at home, since they will present it in the next session. They can use *PowerPoint, Canva, Genially, etc.*, to present their shared summary and each students' version of the ending.

Final games:

- Game quiz: students will be answering some questions related to the stories of their books. The questionnaire will be done by the teacher with questions previously created by the students on their books (learners have been asked in advance to create these questions and send them to the teacher). To do that, the teacher will use *Kahoot*, and play the game in class with students. This activity will foster students' interaction with the story, as it will allow them to think about it in a different way.
- Listening comprehension game: this game will be divided in two activities. The first one is a listening activity. The teacher will give students a paper sheet with different paragraphs with some words and expressions missing. They will be taken from the books they have read, but learners will not know from which one (only those who recognized the passage). Students have to first, listen to those paragraphs which will be read by the teacher, and then, complete the gaps that are missing in the texts. In the second part of the activity, learners have to guess from which book each paragraph was taken. Since they listened to the summaries of all the books provided by the students in their presentations, they should have an idea of what the books are about. The group that guesses the book wins. However, there is one rule; since one of the groups will know the passage, because it belongs to the book they have read, they have to remain silent so that the other groups can guess it.

The following table summarizes the expected organization in sessions of the different activities designed for the 1st trimester:

Sessions	Activities	Skills	Materials
Session 1	Introduction to the activity (10') Free writing (10') Introduction to 'Choose your own adventure' (10') Books' synopsis (15') Selection of books (5')	Writing Reading	Paper sheets Printed materials Books
Session 2	Sharing impressions (10') 'What happened with X in the story?' (15') 'Vocabulary activity (10') Discussing possible endings (15')	Speaking Writing Reading	Printed materials
Session 3	Summarising my own story (35') Preparing a presentation in groups (15')	Writing	Paper sheets Laptops
Session 4	Presenting the summary of the books (50')	Speaking Listening	Laptops
Session 5	Final games (50')	Speaking Listening	Computer Screen Projector

Table 1. Sessions of the 1st trimester

5.6.2. 2nd Trimester

During the first term, the activities were focused on students' exposure on some authentic material by means of the book. The aim was to make students work with the content of the book by understanding it and being exposed to the language. Besides, it also served as a model for the final project that has to be done in the last term. During this term, students will be working on different activities in order to practice their language skills, mainly the reading and writing. The exercises and activities proposed will help them to get to know the structure and organization of narrative texts, as well as other aspects related to writing. Therefore, this term will be focused to the practice of the written skills so that in the one they can focus on the production of their own written story. To achieve this, the activities of this term are divided in three groups, all of them focused on text structures.

- **Narrative elements (session 1)**

Students will work individually by doing the exercises on narrative elements. The focus of the activities is to make students aware of the importance of narrative elements in a text.

- Narrative verbs: Students will be given a text in which they have to write the verbs into the correct verb tense, therefore completing the exercise while reading it (annex 6). When finishing, they will listen to the story so they can correct the exercise. This will foster the practice of the listening skill. After that, we will give them a reading comprehension exercise to check their understanding on the reading (<https://linguapress.com/intermediate/dr-trelew.htm#mplay>).
- 'Who's the narrator?': This activity focuses on the difference between narration in first person and narration in third person. Here, students have to compare the first and the second part of the text that was used in the previous activity. Each part follows a different speech style, since the first is narrated according to the character's view, and the second is narrated following the narrator's perspective. The activity consists of the identification of the aspects that differentiate each part. After this, they will rewrite each part in the contrary narration style, so they can practice on both styles.

- **Text organization (session 2):**

For the development of these activities, students had to read in advance an article at home on the topic of connectors (<https://www.thoughtco.com/telling-stories-sequencing-your-ideas-1210770>).

- Connectors games: they will play two games from *WordWall* in which they will practice how to use connectors (<https://wordwall.net/es/resource/4022045/connectors> and <https://wordwall.net/es/resource/31859574/connectors-of-sequence>).
- Reorganize the text: learners will be given a print in which they will have paragraphs of a text that has to be reorganized. To do that, they will have to pay attention to the content of the text, as well as the connectors used in the paragraphs, which will serve them as hints to complete it (annex 7).

- **Practising the writing skill (sessions 2, 3 and 4)**

The next activities aim to the improvement of learners' writing skills by gradually introducing them to the writing of a text. Also, the goal is to activate students' writing skills by making them write on a topic and to promote peer feedback on their respective writings. Besides, we will also focus on the structure that narrative texts should follow so that students can be able to identify and produce a coherent text. Students will initially work by themselves, but during the last activity they will be working with the other members of the group.

- Narration of a plot: this activity consists of writing a short script based on a film or book they like. This script will be used for a *Flipgrid* video of two minutes *maximum* that they will do, in which they have to narrate the story of their script by putting into practice everything that has been learned during this term related to narrative elements. Then, the other students will watch the video, and have to guess which film or book they are making reference to.
- Continue the story: The teacher will give students different sentences from the books that they have read. Taking that sentence as starting point, students have to be imaginative and write about it. They should write a text of 100 words approximately. The activity will be done individually and by hand since students are not used to type in a computer.
- Peer correction: the teacher will explain students the importance of writing a well-structured text and knowing the different parts a narrative text has. After that, learners will be arranged with their respective groups, and they will work on the correction of their groupmates' writings. Each one of the groups will have the task of correcting and editing their mates' writings. They have to do that taking into account the structure, grammar, vocabulary, and spelling. Then they will give them back their writings so that they can correct them and send the corrected version to the teacher via *Teams*. This will foster peer feedback between them and can help them improve in their weak points and notice their strong points.
- 'Alternative endings': during the last session of this term, each student will write a new ending for their books. They must write it as if it was part of their book. This task will be done individually and it will be part of the final

assessment of this term. They will work on it by using *Google Sites* as it is more interactive so they can include pictures and then the information will be available for the rest of students to read. The activity will last all the session, and they will continue it by themselves at home before handing it to the teacher via *Teams*.

The following table summarizes the expected organization in sessions of the different activities designed for the 2nd trimester:

Sessions	Activities	Skills	Materials
Session 1	Narrative verbs (25') Who's the narrator? (25')	Reading Listening	Printed photocopies Computer Speakers
Session 2	Connectors games (20') Reorganize the text (20') Narration of a plot (10')	Reading Writing Speaking	Laptops <i>Wordwall</i> Printed materials <i>Flipgrid</i>
Session 3	Continue the story (25') Explanation of the structure of a narrative text (15') Peer correction (10')	Writing	Screen Computer Paper sheets
Session 4	'Alternative endings' (50')	Writing	Laptops Google Sites

Table 2. Sessions of the 2nd trimester

5.6.3. 3rd Trimester

The last term of this proposal is aimed to the creation of students' own story. The previous terms served as a source of input for the students. During the first one, students worked with the book, and served as a model for their final project, which will be done in this term. The second one was focused on the improvement of their writing skills by working with different activities that would help them work with aspects regarding the structures of texts. By implementing everything that has been learned during the previous trimesters, they will develop their own story.

To do that, they will use the ICT tool *Inklewriter*, an online platform in which students can write their stories as if they were writers.

- **Pre-writing activities (session 1):**

- Introduction to *Inklewriter*: In the first lesson, students will be introduced to the *Inklewriter* tool, which allows them to write in the form of a story according to students' wishes. They will be able to write stories with different endings and plotlines, following the example of the books of 'Choose your own adventure'. The teacher will teach them how to use it and students will follow the guidelines with their laptops.

- **Collaborative writing (sessions 1-5):**

- Brainstorming and drafting: students will do a brainstorming of ideas for their story in groups. They have to start defining who the characters will be, the plot of the story, the setting, etc., and during this session and the next, they have to write a brief draft with the main ideas and give it to the teacher.
- Writing: after the brainstorming and the creation of the draft, students will have an idea of how to create their story. They will begin to use their laptops to write through *Inklewriter*. They will be the ones deciding how the writing will be done, but the teacher will suggest them to do each part of the story in pairs, or individually. For instance, one person could work on the beginning of the story, two students could work on the plot and development, and the other two students could work on the final part of the story. For the task of revising and editing what they have written, they can revise and correct, if necessary, the parts that have been written by their groupmates. This way, they can work collaboratively while receiving peer feedback. During this activity, the teachers will be solving doubts related to the language and similar, but they will be working autonomously. In the last minutes of the class, students have to do the report and hand it to the teacher. In case that they are short of time, they can work on it at home.
- Final revision: the last activity consists of a final revision in which learners have to revise their stories and check that all the elements that have been learned during the second term, related to the elements of narration and

structure of texts, have been correctly used in them before submitting the project. It will be sent to the teacher by sharing the link of their story to their email. The teacher will be in charge of sending the stories to the students via *Teams* so they can read it.

- Individual writing activity: students will be asked to write on their impressions during the project. They should write on their experience in writing a story, assuming the roles of writers, and how it was doing the task in collaboration with the other students. This will serve to evaluate whether there has been an improvement or not of students' writing skills.
- Report: One task that students have to do in each session of this term is writing a report of what was done during each session. On it, they have to explain the main things that were done during those 50 minutes, what activities were done by each member, etc. This will be done to keep track of their progress. The report can be done at home by one person, but it must be handed out to the teacher via *Teams* the same day the session took place.

In the following table we present the activities for the third term:

Sessions	Activities	Skills	Materials
Session 1	Introduction to the task and the ICT <i>Inklewriter</i> (30') Brainstorming and drafting (25')	Writing	Computer, screen, projector, laptops.
Session 2	Drafting (25') Writing (20') Report (5')	Writing	Laptops <i>Inklewriter</i>
Session 3	Writing (45') Report (5')	Writing	Laptops <i>Inklewriter</i>
Session 4	Writing Report (5')	Writing	Laptops <i>Inklewriter</i>
Session 5	Writing (20') Final revision (15') Report (5') Individual writing activity (10')	Writing	Laptops <i>Inklewriter</i>

Table 3. Sessions of the 3rd trimester

5.7. Assessment

Moving on to the assessment section, we will explain how students' performance along the proposal will be evaluated. Because the activities are divided in terms, learners will be assessed through the activities and tasks done in each one of them. Moreover, the criteria that will be followed in their evaluation is taken from the Decree of 19/2015 of 12th June.

In the first term, some of the activities, for instance, the reading activities, the vocabulary exercise, and the listening activity in which they had to guess the passage from the book will be evaluated during their performance in the class by means of observation. In this sense, the teacher will take into account aspects such as having done the activities or participating in their correction. Regarding the presentations, they will count a 15% of the mark. They will be assessed by focusing on the contents written in the presentation and the oral speech. Therefore, the written part will count a 10% of the mark, and the oral speech will weigh a 5%. Apart from being evaluated as a group, they will be evaluated individually in the written part of their alternative endings.

In the second term, the activity that will be assessed is the 'write a new ending for your story'. This will count as a 15% of the final mark. The rest of the activities will be assessed by means of observation regarding the participation and attitude of students.

Finally, in the third term, the only activities that will be assessed are the final task and the individual writing activity. Regarding the reports that have been done during the third term, they will not be assessed in the final mark, as they are tools to keep track of their progress.

For the purpose of assessing these activities, we provide some rubrics in the annexes section (8, 9, 10 and 11) for assessing the presentation, including the oral and written part, and the writing of the final term. These rubrics have been created through *Rubric-Maker*.

Apart from these activities, students will be evaluated by their participation and performance in class. Likewise, since students are asked to work collaboratively in this proposal, their contribution to the groups, by helping other groupmates, or working with them will be highly valued in their mark. Nevertheless, this aspect will be included in the percentage of attitude and participation.

All in all, the assessment will be as follows: the first and second term will be evaluated in the same way. A 20 % of the final mark of the term will be destined for this proposal; from that percentage, a 15% will be used for the final task of each term, and the 5% remaining will be focused on students in-class performance. In the third term, the proposal will weigh more, a 30% of the final mark, and it includes the following aspects: the final task of creating a story, with a 20% (which includes the assessment of the task, and a peer feedback assessment done by the groupmates – see annex 12) and the final writing activity, which weighs a 10% of the mark (which will be evaluated in comparison to the first writing they did). The following table provides information on this and summarizes what has been explained:

EVALUATION	TERM	TESTS
PROPOSAL	1 ST TERM: 20%	In-class presentation (15%; written part 10% and oral part 5%) Participation in class (5%)
	2 ND TERM: 20%	'Alternative endings' (15%) Participation in class (5%)
	3 RD TERM: 30%	Final task: creation of a story (20%; 15% for the task and 5% peer assessment) Final writing activity (10%)

Table 4. Assessment process

5.8. Attention to students with special needs

We believe that the activities and tasks proposed in this innovative project can facilitate students' performance in them. First, by proposing some pre-reading activities, students can be more prepared to initiate the reading of the books, as they will have some previous input of it, especially with the vocabulary. Since the teacher will provide a vocabulary handout with all the complex words from the books, the reading task will be easier for them as they could have a previous contact with the words, and their meaning. Also, since this proposal puts forth a collaborative approach, students will be working together in order to complete the activities and tasks, and to help each other to solve problems and doubts that they may have. In addition, the choice of working in groups rather than individually will foster social relationships between the students. Overall, the whole proposal is intended to ease students' work while doing all the activities, since they will

have resources available to them that can help them, such as the internet, where they can consult any information needed. This proposal also aims to establish a good environment in which students can work freely without pressure and can work in a motivated way with contents that are of their liking.

Some aspects that might be enhanced to help students who have particular needs are the following. First, regarding the reading of the books, in case that any student needed any help, the teacher will have the role of an assistant to help him or her. They will have the chance of communicating with the teacher via Teams or ask him doubts in class in case they have doubts when reading the story. Another aspect is the use of feedback. Positive comments and feedback will motivate them to continue to improve, therefore it is important that the teacher bears this aspect in mind. Also, the teacher will explain every activity and task in a way that can be understood by everyone and will adapt the activities if needed.

6. DISCUSSION

In the development of this proposal, we were able to appreciate the numerous advantages of introducing literature in the EFL classroom, and the variety of activities and tasks that can be done in the classroom to work with them. Reading literature is useful not only when it comes to developing the reading and writing skills, but also the oral skills by introducing and designing different types of materials.

The activities and games designed, along with the introduction of technology and literature have been useful in order to increase students' interest and motivation while doing the task and improve their linguistic knowledge by working with different elements of the language. Despite these benefits, some limitations may appear while implementing this proposal in class.

Firstly, we should bear in mind the availability of the books. Since our aim is that students can read the books without having to pay for them, the teachers have to make sure that the books are available in the library. Otherwise, they should take into account that they have to buy them for the students, and when the project is over, they can save the books in the library for the following academic year.

Another limitation is the access to internet and availability of computers at home. Although most of the activities are designed to be carried out in class, so students can use the computers available at school, some others are expected to be fulfilled at home, for example, the *Flipgrid* activity. In this sense, some students may not have technological devices or internet access at their homes. If this is the case with some of our students, the teacher can lend them some of the computers of the school, so they can work at home. Otherwise, they can be asked to come to school in the afternoon to use the school material and complete their activities.

In third place, there might be some unexpected issues. For instance, during the reading of the books, some students might not have read them during the time they were asked to do it. In this case, we would leave students to have some minutes with their respective groups so they can summarize the story to them. Another solution would be to postpone the activity; however, we do not recommend it since it would be unfair for the rest of students. Another issue that may arise is related to students' groupwork. Even though collaboration work is

really useful in the classroom, there might be some situations or attitudes from the students that can hinder the work. To solve this kind of issues, the teacher will act as a moderator in the groups to make sure that all students are working on the task and are participating in it. Besides, they should know that this kind of behaviours will penalise them in their final mark.

Finally, one aspect that is important too is the creation of materials. The teacher has the task of designing and creating all the materials for the activities, besides, he or she has to create different materials according to the different books that have been read. This increases the teacher's work, therefore, it is recommended for them to have all the materials before starting the implementation of the proposal so it will not interrupt its obligations as a teacher during the course.

All things considered; we should bear in mind that aspects like the aforementioned are important for the correct development of the proposal. Likewise, we should know that there might be some unexpected outcomes that can affect the project. Due to this, we should pay attention to it to avoid any bad disruptions in the program.

7. CONCLUSION

The development of this proposal has served to demonstrate how literature can be introduced in the EFL classroom for the purposes of improving learners' linguistic and cognitive skills. Numerous studies have shown the benefits of the implementation of a literature focused approach in the English as a foreign language classroom, but few of them have provided real insights of how this could be used in a real class.

Due to this, the present paper offers an example of how literature can be implemented in the EFL classroom in an effective way. In this end, this proposal is based on the creation of a writing task by means of *Inklewriter*, following the structure of the collection of books "Choose your own adventure". To reach this objective, simple activities on reading skills as well as on narrative structures have been proposed to improve students mastering on writing skills.

The use of this collection of books has many benefits on students' performance, firstly because it is authentic material, therefore students can have an insight on the use of English in real contexts. Secondly, students could work with topics of their likings with their classmates, resulting in a more interesting and engaging activity for them. Thirdly, students can develop cognitive skills by reading and working with the different activities related to their books. Finally, the choice of this collection, which offers graded books of lower levels makes this proposal adaptable to other courses by slightly modifying the activities and tasks. All in all, the proposal helps to increase students' motivation on learning the language.

Likewise, the activities proposed aimed to an increase of students' knowledge. The ones that serve as an introduction to the reading activity are a good preparation for the students and helps them to work their imagination before even going into the task. Also, the activities that are done during the rest of the course are focused on the learning of grammatical contents, but they are also intended to be enjoyable for learners. By introducing games, interactive activities and peer collaboration, students will be more engaged on taking part on the activities. This use of the Task-Based Language Learning applied to the activities has served to focus on learners' development of their competences and skills.

From a linguistic perspective, the implementation of this proposal results in an increase of students' lexical knowledge. Since learners have been exposed to

input during a whole term, the acquisition of knowledge from it increases, thanks to the reading of the book, and the complementary activities. Moreover, students were able to receive input from the grammatical system of the language. since students usually learn these structures in an isolated way, they were able to see their use in a real context.

From a cognitive level, learners were able to work their skills through the different activities proposed. For instance, through the use of pre-reading activities, they could activate their knowledge before going into the task by making use of their imagination to create assumptions on the books. Also, through the analysis and interpretation that was required in the different activities and tasks, they could develop different skills related to critical and independent thinking.

Regarding students' performance, since the proposal offers a collaborative learning approach, learners will work in groups, fostering their social relationships among them. Likewise, this approach will enhance students' learning process, as they will help each other in the realization of the activities and foster the use of peer feedback among them. These expected results of the proposal show how the positive effects of literature can help to the language learning process.

Along with literature, one important aspect of this proposal was the use of technology in the classroom. For that, we used the ICT tool *Inklewriter*, which offers the option of creating a story from scratch. Moreover, some activities and tasks that students have to do are done by using technology so they can be more motivated when doing them, and to practice their digital and writing skills with different tools, what fosters the development of the digital competences.

Overall, the proposal has met all the objectives presented. The opportunity of developing this didactic unit has offered a wide range of positive results in the improvement of learners' language and cognitive skills, as well as their consciousness on English literature. In the same way, it has served as a tool to raise students' interest and motivation on working with the language in class, proving that the introduction of other topics in the EFL classroom can be used as a tool to teach linguistic contents.

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