Chapter 2
The Use of Stories in English to Educate in Values in Primary Education

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ABSTRACT

Reading encouragement is a transversal subject present throughout the entire educational stage of any student from early childhood education through primary education to Secondary Education and higher education. In this chapter, the authors intersperse the pleasure of reading in another language (English) and the reflection on the values transmitted by each of the selected stories. The main purpose is to teach a list of values to students in primary education but using this selection of stories as a basis to reach the internalization of these values. We cannot forget that they are still children and that we have to adapt the contents and learning channels to their evolutionary stage. By using fantastic characters, the concepts are extrapolated in a different way, making it easier for children to internalize the values. Therefore, the main objective of this work is to implement a didactic proposal based on the use of stories in English for values education in a group of children in the fifth grade of primary school.

INTRODUCTION

When we are young, stories are an essential part of our lives. Adults entertain us with stories of various kinds, with characters we want to be like or, on the contrary, avoid being like. Real or fantastic stories deal with a wide range of subjects. Generally, these short stories are used to lull us to sleep, distract us. At the same time, we eat, take us away from the television or modern electronic devices, and keep us quiet and attentive, even if only to the voice of the person reading or narrating them to us (Adela Johan, 2013).

However, can stories have more uses, and can we learn from them? There is no right or wrong answer, everything is correct if well-founded, justified, and contextualized. Hence, following this maxim, we will make the most of the usefulness of stories. This activity, if we promote it, can become one of humans' most pleasurable habits, according to Heathfield (2014).

In this chapter we will use the story as a didactic and motivating tool for the pupils in 5th-grade Primary Education. English children's literature will be used to justify teaching/learning English and the development of the critical competencies established by the legislation regulating the Primary Education stage in Spain. To do this, we will put on parallel paths the transmission of values to inculcate in a very heterogeneous group on the one hand and the pleasure of reading as an attractive and motivating activity even in a foreign language on the other.

They aim to converge in the objective of learning English differently and achieve the integral formation of people, making them enjoy the stories that are read. The main objective of this chapter is to implement a didactic proposal based on the use of stories in English for the education in values in a group of children in the fifth year of Primary Education. To achieve this general objective, a pair of specific objectives will be specified: to compile the observations and data of interest in the practice diary throughout the implementation of the didactic proposal that will serve to exemplify the descriptions and observations made and to observe the possibilities of reflection and the capacity of the group of students who make up the population of the group studied.

THEORETICAL FRAMEWORK

Benefits of Literature for Second Language Learning

The use of literary texts, as a source of authentic language in the English classroom, is a resource that has been revalued in recent years. This has only sometimes been the case, partly because these texts have been considered too complex to use in the foreign language classroom (Sun, 2016). In this chapter we want to vindicate the usefulness and necessity of using actual literary texts in their different genres and formats, due to their great benefits and advantages to the teaching/learning process. Here, the teacher's skills and knowledge come into play in choosing a literary resource. It will be accessible and relevant, considering the learners' interests, abilities, and needs and making learning possible, even if they do not have advanced language skills (Ray & Seely, 2018).

The foreign language (FL) teacher must provide the necessary tools to enable learners to deal with a literary text. Considering the communicative approach, the FL classroom becomes an interactive learning space centered on the learner and their interests, promoting "authentic" texts, such as literary texts (Bernal & García, 2020).

Collie & Slater (2012) offer the following reasons why literature can be considered beneficial in language learning:

- Literature is valuable 'authentic' material not produced to teach a language. As a result, it enables the reader to get to know the written language of the target language in a natural context.
- It not only helps students to achieve a higher level of communication but also to understand other cultures and societies.

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