



THE IMPORTANCE OF USING ANGLOPHONE LITERATURE IN HIGH SCHOOL ENGLISH CLASSES¹

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ABSTRACT: This paper aims to discuss the importance of using Anglophone literature in high school English language classes. A brief presentation of Edgar Allan Poe's short story "The Black Cat" (1843) will be made, this short story falls into the category of Gothic tale, and addresses a theme that is seen as interesting to students, since bringing horror stories and mysteries into the classroom sharpens their thoughts and intrigues them. In this way, we also thought of an application proposal, with two sequences of lesson plans with this genre, since its use allows students to think about the actions presented in the short story, allowing them to develop their critical sense and expand their linguistic, discursive, and cultural knowledge. For the discussion of this paper, we will bring authors such as Tzvetan Todorov (2010), philosopher and linguist, who has produced several works in the field of linguistic research and literary theory, and Richard Beach (2011), researcher of secondary teaching methods in English language arts, with particular emphasis on the teaching of literature.

Keywords: Literature. Teaching- Learning. Edgar Allan Poe.

RESUMO: Este trabalho visa discutir acerca da importância do uso da literatura anglófona nas aulas de língua inglesa do ensino médio. Será feita uma breve apresentação do conto de Edgar Allan Poe "O Gato Preto" (1843), este conto se enquadra na categoria de conto gótico, e aborda uma temática que é vista como interessante para os alunos, visto que trazer histórias de terror e mistérios para sala de aula aguça seus pensamentos e os intriga. Desta forma, pensou-se também em uma proposta de aplicação, com duas sequências de planos de aula com esse gênero, uma vez que o uso do mesmo possibilita o aluno pensar sobre as ações

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apresentadas no conto, fazendo com que possa desenvolver seu senso crítico e amplie seu conhecimento linguístico, discursivo e cultural. Para a discussão deste artigo, traremos autores como Tzvetan Todorov (2010), filósofo e linguista, que produziu diversas obras na área de pesquisa linguística e teoria literária, e Richard Beach (2011), pesquisador de métodos de ensino secundário de artes da língua inglesa, com ênfase particular no ensino de literatura.

Palavras-chave: Literatura. Ensino- Aprendizagem. Edgar Allan Poe.

INTRODUCTION

This paper is the result of reflections on experiences in the disciplines of Anglophone literature and in the research project CRENAC (Resistance configurations in contemporary English-speaking narratives), coordinated by Prof. Dr. Ana Lilia Carvalho Rocha, held at the Federal University of Pará (UFPA) and promoted by the Foreign Languages Faculty (FALEST) at the Bragança Campus, Pará, Brazil. It discusses the importance of Anglophone literature and ways to incorporate it into the English language teaching and learning process, through short stories.

English language teaching becomes fundamental as a result of globalization, and considered a lingua franca, which as defined by Alessia Cogo (2022), in Goldsmiths University of London, “is an intercultural medium of communication used among people from different socio-cultural and linguistic backgrounds, and usually among people from different first languages”. English has become a valuable means of international communication, resulting from the necessity of a mutual language for communication between countries, mainly due to commercial agreements. With the situations involved in this process, many non-native English-speaking countries have realized that learning English has become necessary to explore global opportunities since besides expanding employment opportunities, knowing a foreign language can help you make a real connection with people and learn about different cultures, places, and lifestyles.

With these adjustments, the education in Brazil has also changed, then the Common National Curricular Base³ (BNCC) (2017), a normative document that aims to guide schools in developing their school curricula, defined the obligatory teaching of English Language

³ Base Nacional Comum Curricular

from the final years of elementary school, because the language has become a prerequisite for insertion into the labor market, in this sense, it is understood that the language should be learned in the classroom, not in a course outside school hours. About the choice of language for the curriculum, the Base says that:

Learning the English language enables students to create new forms of engagement and participation in an increasingly globalized and plural social world, where the boundaries between countries and personal, local, regional, national and transnational interests are increasingly blurred and contradictory. Thus, the study of the English language can enable everyone to have access to the linguistic knowledge necessary for engagement and participation, contributing to the critical agency of students and the exercise of active citizenship, in addition to expanding the possibilities of interaction and mobility, opening new paths of knowledge construction and continuity in studies (BRASIL, 2017).⁴

As clarified by the curriculum, learning enables students to have better contact and engagement with knowledge, this contact makes them capable of stimulating criticality, making them more critical in relation to knowledge. Thus, as the curriculum base discusses “The study of the foreign language allows for reflection on language and culture as goods of citizenship, as well as contributing to the elimination of stereotypes and prejudices” (Brasil, 2002, p. 98)⁵. This teaching goes far beyond learning to speak, write and read. It is a teaching that aims to teach the students a new culture and knowledge, enabling them to reflect on what is studied and why it is studied. The insertion of the English language in the classroom makes this kind of reflection possible. In this way, it is intended that the English language should be learned in a cultural and social context, since learning should be able to provide new forms of participation for students. According to the BNCC, the curricular component of the English language is organized under the axes: orality, reading, writing, linguistic knowledge and intercultural dimension, in the axis of reading it is said that it should involve the interpretation and understanding of various textual genres present in the English language, thus, literature can be seen as an allied tool to the teaching and learning process, since it is possible to benefit from the extensive variety of authors such as William Shakespeare and Edgar Allan Poe, well known for their classic literary works.

⁴ Aprender a língua inglesa propicia a criação de novas formas de engajamento e participação dos alunos em um mundo social cada vez mais globalizado e plural, em que as fronteiras entre países e interesses pessoais, locais, regionais, nacionais e transnacionais estão cada vez mais difusas e contraditórias. Assim, o estudo da língua inglesa pode possibilitar a todos o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção de conhecimentos e de continuidade nos estudos (BRASIL, 2017)

⁵ “O estudo da língua estrangeira permite uma reflexão sobre a língua e a cultura como bens de cidadania, bem como contribuir para a eliminação de estereótipos e preconceitos” (Brasil, 2002, p. 98)

Therefore, this is a bibliographic, qualitative and applied paper with the purpose of discussing the relevance of using English Literature in High School English classes, presenting the short story “*The Black Cat*” (1843) by Edgar Allan Poe, and finally developing two sequences of lesson plans related to the short story as an application proposal in order to contribute to the teaching and learning of linguistic, discursive, and cultural knowledge, and with the purpose of making the use of English Literature a frequent practice in high school English classes.

LITERATURE REVIEW

Literature was the main object of foreign language teaching during the era of the grammar and translation approach. However, it faded with the arrival of structuralism and later, with the growing need for a communicative approach in foreign language, changing the thinking regarding its use. Various other methods were developed over the years, always surrounded by criticism, and the return to interest in the use of literature in English language teaching and learning occurred due to the need for communication, given technological and social advances, where individuals from different cultures and languages can be easily assembled in the same virtual space, in short, it is essential thanks to globalization. Tzvetan Todorov, philosopher and linguist, a great scholar of literary issues, in his work *Literature in Danger* (2009), argues that “the literature opens to infinity this possibility of interaction with others, and therefore enriches us infinitely. It provides us with irreplaceable sensations that make the real world more meaningful and beautiful”. (TODOROV, 2009, p. 23).

The contact with English literature in the classroom provides students with exposure to authenticity, knowledge of other cultures, stimulates language acquisition, and develops interpretation skills. Working with literature in English classes stimulates students' creativity, due to the diversity of activities that can be applied, since most of the activities in the didactic material or developed by the teacher are already known by them (CORCHS, 2006), thus facilitating the enrichment of the development of English language skills, which are listening, speaking, reading and writing. In addition, literature allows the teacher to provide students with discussions about current themes, such as social differences, prejudice, education, religion, and politics, among others. As Collie and Slater state, “a literary work can transcend both time and culture to speak directly to a reader living in another country or in a different

period of history” (COLLIE; SLATER, 1987, p. 6).

Anglophone Literature being the set of literary works from countries that have the language as their official language, has its importance in the context of learning the English language, with its wide range of materials, and valuable authors. One can highlight Edgar Allan Poe (1809-1849), american poet, editor, and literary critic, known for his many short stories, as Srija Sanyal (2021) characterizes them as stories of dark, grotesque, mysterious, macabre, and especially fantastic aspects. His works were a landmark of contemporary American literature, stories that influenced several generations of writers of suspense and horror books, such as “*The Black Cat*” (1843), “*The Raven and Other Poems*” (1845), and “*Annabel Lee*” (1849). Todorov (2009) states that it is essential to construct the formation of a student reader, and since learning can be provided by literature along with the process of recognizing the most diverse cultural and social realities present in literary narratives, it must be put into practice. In this way, the insertion of Anglophone literary works in English language classes can arouse students' interest and result in the success of the objective we expect, which is learning.

METHODOLOGY

This paper is of bibliographic, qualitative and applied nature, since it was developed through materials already published with the objective of, first, discussing the relevance of the use of English literature in high school English classes, as well as presenting the short story “*The Black Cat*” by Edgar Allan Poe, and finally the creation of two sequences of lesson plans related to the story, with the purpose of a proposed application in the classroom, in order to contribute to the teaching and learning of linguistic, discursive, and cultural knowledge, for a possible formation of critical students, capable of interacting socially and with the intention that the use of Anglophone Literature can become an ally in the teaching and learning of the language, with frequent practices in high school English classes.

RESULTS

This research aims to present, by means of a bibliographic study, the relevance of using Anglophone Literature as a tool for learning English in high school. It seeks to understand this aspect by using the Literature of the great writer Edgar Allan Poe, inserting

his work “*The Black Cat*” for a class proposal with the perspective of developing students' critical analysis. Literature has a critical power, and its use in the classroom permits this critical aspect to emerge for those involved in the teaching and learning process, both teacher and student. In the process of acquiring a new language, it is permitted not only to develop this aspect, but also to get to know other cultures. In this way, the research has gone through two steps, first by approaching the concepts on the issue of the importance of inserting Anglophone literature in high school English classes, and then by the creation of lesson plans as a possible proposal for application, to show not only what should be done, but also how it should be done.

DISCUSSION

When thinking about the teaching and acquisition of an additional language, little attention is paid to the use of literature as one more resource in this process. Considering that literature, besides working with the comprehension of the learner, also works with reading and writing skills, of the four skills of the English language, both reading and writing skills are the greatest points worked on in the classroom using the literature. As Flavia Aparecida Lasaro (2014) explains, the insertion of literature teaching in English classes can be useful to the learner because literature stimulates the perception of the student as a human being and as a citizen, and furthermore, the learner can get to know values and customs coming from other cultures and, in this way, make a relation with their own looking for similarities and differences, even if these are minimal. In other words, it is possible to stimulate in students an even greater interest and knowledge of their own country's culture, also allowing for interdisciplinary work. But beyond this, it is necessary to think about knowledge and cultural knowledge. As Lasaro (2014) argues:

Need to promote changes and an improvement in the level of foreign language teaching in elementary and high school, something that literature can widely contribute, providing the teacher with new dimensions and paths so that the student's learning process includes cultural issues and not only grammatical or structural ones (LASARO et al. 2014, p. 1).⁶

To introduce in the student issues beyond a work only based on grammar and structure, to promote and insert new ways of configuring a language teaching through the use

⁶Necessidade de promover mudanças e uma melhora no nível do ensino de línguas estrangeiras no ensino fundamental e médio, algo com que a literatura pode contribuir amplamente, proporcionando ao professor novas dimensões e caminhos para que o processo de aprendizagem do aluno inclua questões culturais e não apenas gramaticais ou estruturais (LASARO et al. 2014, p. 1)

of literature, providing a cultural insertion knowing stories capable of bringing him reflections and new knowledge, allowing him to leave the grammatical and structural zone. Therefore, the question many ask is: In what ways is literature important in the classroom and why should it be taught? The answer was presented in the previous quote, in other words, literature enables the student to be critical and to think about things beyond their reality, to create and to imagine. According to Richard Beach et al. (2011),

Regardless of what your theoretical goals for the teaching of literature might be, those goals need to be shaped by your knowledge of the students: we encourage you to keep in mind, as well, the size and gender make-up of the class; the cultural, linguistic and ethnic background of students; the student ability level and motivation; and the previous coursework students bring to the class. (BEACH *et al.*, 2011, p. 4).

To think about the goals we want to achieve with our students is crucial. In order to accomplish this, it is important to keep in mind the goals in teaching literature, paying attention to the backgrounds behind that teaching. When we talk about this background is especially the participation of the students through their previous knowledge. As the author himself presents in his work when he brings an experience report, the teacher's goal was precisely to encourage her students to be more than just good readers but also to help them become critical thinkers and good writers. Not just teaching literature and telling what its genre is and the text structure. Much more than just simple perceptions, it is stimulating reading, writing and critical thinking. Corroborating this idea, BNCC (2017) establishes and promotes:

[...] Expand students' linguistic, multisemiotic, and cultural repertoires, enabling the development of greater critical awareness and reflection of the functions and uses of English in contemporary society - allowing, for example, problematizing with greater criticality the reasons why it has become a language of global use. (BRASIL, 2017, p. 485).⁷

In addition, it is paramount to make use of literature in order to make teaching more productive by taking into consideration the learners' needs. The difference between being a student and being a teacher is that the second one, who teaches literature, seeks resources for this practice. The teacher is on the other side, questioning: "How to teach literature?" As students, we only observe the guidelines and actions that should be done, without even imagining that the resources used in the classroom are actions that cooperate in critical and cognitive growth.

⁷[...] Expandir os repertórios linguísticos, multissemióticos e culturais dos estudantes, possibilitando o desenvolvimento de maior consciência e reflexão críticas das funções e usos do inglês na sociedade contemporânea - permitindo, por exemplo, problematizar com maior criticidade os motivos pelos quais ela se tornou uma língua de uso global. (BRASIL, 2017, p. 485).

Literature has a vast field of information and works that must be explored, but for this to happen, it is essential to work with students in an adequate way, to know how to use a text with the purpose of developing their abilities, thinking about the vocabulary used and the level of the students, these are indispensable elements for their understanding.

Within this aspect, we find the importance of working with interactivity, bringing texts that are contemporary and known by them, and creating good discussions about it, making them interact and realize information not perceived before by them, within a text that they already anticipated to know. Thus, the use of English literary classics, such as Edgar Allan Poe and William Shakespeare short stories, do not go out of fashion, because these stories and themes are still part of other literatures known to them; gothic stories are an example of this. Gothic short stories are interesting to read because the reader never knows what is really going to happen, it is a mystery, and it stimulates the imagination. Therefore, in this sense, we seek to analyze and propose lesson plans using the gothic story "*The Black Cat*" (1843) by Edgar Allan Poe.

1. THE AUTHOR AND HIS WORK: A PROPOSAL OF LESSON PLAN

Edgar Allan Poe, born in Boston, Massachusetts, in 1809, lived a life full of tragedies, with financial difficulties and tormented by fits of depression and madness. Despite all these difficulties, he became a talented American poet, editor, and literary critic, and became world-famous for his dark and macabre short stories. His works present a gloomy and ghostly style; Poe appropriates scenarios full of elements of death and fatality combined with a dive into the darkest, most restless and neurotic side of the human mind. Poe died in 1849 of unknown causes at the age of 40, but left behind incredible works such as "*The Mask of Scarlet Death*" (1842), "*The Murders of the Rue Morgue*" (1841), "*The Fall of the House of Usher*" (1839), and "*The Black Cat*" (1843), which we will present.

The aforementioned short story was written in 1843, in which the author combines fear and guilt with brutality and violence, and deals with themes such as alcoholism, the dangers of domestic violence, and the most heinous sin, which is murder. In the plot, a man tells his own story: he has always liked animals and has several pets, especially his favorite, a black cat named Pluto, the two have always had an affectionate relationship, but due to alcohol the man suffers sudden mood swings and becomes violent, going so far as to cut out one of the cat's eyes and even hang it from a tree. On the night of the hanging there is a fire in the family home and the man takes this as a bad omen, especially when he sees the shadow of

the hanging cat on a wall that remained standing after the fire. One night, already very drunk, the man sees a cat similar to Pluto and takes it home. Only later does he realize that the cat has a white spot on its fur in the shape of a gallows. One night, while going down to the basement, the man stumbles upon the cat and, in a rage, grabs the axe to kill the cat, only to have his wife try to defend the animal and get hit in the middle of the head. After hiding his wife's body behind the wall of the basement cave, he notices that the cat is gone. And with the woman's disappearance, the police arrive to investigate and search the house, and when they get to the basement, because of a meowing, they discover the hidden corpse, and mysteriously along with the woman's body, was the cat.

The short story presented provides a reflection on the actions performed by the male character, and allows the exploration of the gothic short story genre and its characteristics. As well as being possible to work on reading and writing in an interactive way. As Abdollah Keshavarzi defends in his work Use of literature in teaching English (2012) “Literary texts, especially short stories, provide teachers and learners of English with a lot of pre-reading and post-reading activities, the ones which stimulate the learners' imagination and results in their creativity”. With this in mind, the following lesson plans were thought of as an application proposal related to the story “*The Black Cat*” (1843) and how to use this type of literature in the classroom.

1.2. A DIDACTIC PROPOSAL: USING LITERATURE IN THE CLASSROOM

In this way, we intend to present two sequences of lesson plans, as an application proposal. For this, we thought of one class and level, high school for beginning students.

LESSON PLAN - Lesson 1

Class Theme: TEXTUAL GENRE - GOTHIC SHORT STORY	Class: HIGH SCHOOL	Level: A1- A2	Time: 45 min.
Teaching Modality: presential [x] remote [] hybrid []			
Date:	Teaching Method: PPP		Students:
Materials: Projector, internet, YouTube.			Lessons: 1/2

General objective: To recognize the textual genre gothic short story through the work “The Black Cat” (1843) by Edgar Allan Poe. Specific objective: • To know the work “The Black Cat” (1843) by Edgar Allan Poe; • To explore the work and its linguistic aspects; • To practice text production.		
Skills: Prior knowledge of reading strategies: Scanning and Skimming. / Beginner vocabulary.		
Teaching Method	Lesson’s description	Time
PRESENTATION	5 min. ✓ At the beginning of the class Tt presents some images related to gothic short stories, such as “<i>The sandman</i>” (1989), “<i>The fall of the house of Usher</i>” (1839), “<i>The terrible old man</i>” (1921), etc. Tt asks the Ss: What are these titles and images about? What do you think these stories are about? After speculation, Tt tells the Ss that they are short stories, from a genre called gothic. ✓ Tt introduces and talks about the gothic short story genre, such as elements that characterize this genre, and then asks the Ss what kinds of stories they know that have characteristics of this genre. ✓ Tt shows a video referring to the story The Black Cat, this video only contains scenes related to the story, and a suspenseful song, with no lines or narration of the story: https://youtu.be/v_JKeEnOvto ✓ Tt asks the Ss: What do you think the short story is about? And after the speculations Tt begins to tell the story.	45 min.

PRACTICE	28 min. ✓ Tt presents a slide with the first part of the short story “<i>The Black Cat</i>” (1843) with some illustrations and divides the text of the short story, in English, among the Ss, each Ss reads a part of the text. ✓ Tt asks the Ss to write in their notebook and answer the questions that will be written on the board, about the first part of the story, to know whether students are following the story or having difficulty comprehending it. The questions for the activity are: Is it a happy or sad story? Which animal does he like best among those he has?; What was the cause of the change in the narrator's personality? ✓ Tt chooses some Ss to speak their answers and asks if the others agree with the answers.	
PRODUCTION	8 min. ✓ As homework, Tt asks the Ss to divide into four groups, each group must write their own endings for the short story, in Portuguese.	

In this first class we tried to introduce the students to this genre, which for some is familiar, but for others is not, and even those who are familiar are sometimes unaware of its characteristics. The objective of this class is to make the students understand the proposal of the short story and the literary genre, inserting them in the story, that is, making them read, analyze and identify the characteristics of the first part of the short story. With this, prepare the students so that in the next lesson, using the studied elements, they will be able to construct their own gothic short story.

LESSON PLAN - Lesson 2

Class Theme: TEXTUAL GENRE - GOTHIC SHORT STORY	Class: HIGH SCHOOL	Level: A1- A2	Time: 45 min.
Teaching Modality: presential [x] remote [] hybrid []			
Date:	Teaching Method: PPP		Students:

Materials: Projector		Lessons: 2/2
General objective: To recognize the textual genre gothic short story through the work “<i>The Black Cat</i>” (1843) by Edgar Allan Poe. Specific objective: • To know the work “<i>The Black Cat</i>” (1843) by Edgar Allan Poe; • To explore the work and its linguistic aspects; • To practice text production. Skills: Prior knowledge of reading strategies: Scanning and Skimming/ beginner vocabulary.		
Teaching Method	Lesson’s description	Time
PRESENTATION	5 min. ✓ At the beginning of the lesson Tt gives a short feedback from the previous lesson, about the genre, its characteristics, and the summary of the initial part of the short story “<i>The Black Cat</i>” (1843). ✓ Tt asks the Ss to tell their ideas about the final part of the story, in Portuguese.	45 min.
PRACTICE	20 min. ✓ Tt comes back with the slide and continues the shared reading of the final part of the story, in English. ✓ Tt makes the comparison of the endings of the story written by the Ss with the original story.	
PRODUCTION	20 min. ✓ Tt asks the Ss to do a role-play of the short story they have just learned. Tt shares the characters and short lines, in English. Tt helps the Ss with pronunciations before the performance and the play begins.	

By working on the elements that make up a gothic short story and putting that into practice by writing a story, each student could better understand the type of literature the teacher was teaching. Stimulating the production and creation of stories makes the students stimulate their cognition and put their knowledge into practice when doing the production activity. This production may contain elements from their reality, but also elements that make other students discuss and think about theirs, when understanding the classmate's story, since the creation is shared among the students.

For the next lesson plan sequence, the idea is to introduce the author of “*The Black Cat*” (1843), to mention some of his other works, and to develop two lessons with a lot of reflection and discussion.

LESSON PLAN - Lesson 1

Class Theme: TEXTUAL GENRE - GOTHIC SHORT STORY	Class: HIGH SCHOOL	Level: A1- A2	Time: 45 min.
Teaching Modality: presential [x] remote [] hybrid []			
Date:	Teaching Method: PPP		Students:
Materials: Board, paintbrush, printed story.			Lessons: 1/2
General objective: To recognize the textual genre gothic short story through the work “ <i>The Black Cat</i> ” (1843) by Edgar Allan Poe.			
Specific objective: ● To recognize the work “<i>The Black Cat</i>” (1843) by Edgar Allan Poe; ● To explore the work and its linguistic aspects; ● To practice discussions in a spontaneous way.			
Skills: Prior knowledge of reading strategies: Scanning and Skimming. / Beginner vocabulary.			
Teaching Method	Lesson’s description		Time
PRESENTATION	5 min. ✓ Tt asks the Ss if they usually read short stories, what kinds of short stories they like, and which ones they have read.		45 min.

	✓ Tt asks if the Ss know Edgar Allan Poe, and then introduces him, quoting some of his works and asking if the Ss have known or heard of him.	
PRACTICE	20 min. ✓ Tt writes on the board “<i>The Black Cat</i>” and asks the Ss what this title reminds them of. Tt says that it is a Poe story, and asks the Ss what they think the story is about, and asks them to say key words for possible events in the story, such as terror and death, for example. Tt writes on the board, in English, the words said by the students. ✓ After the speculations Tt begins to tell half of the story, in English.	
PRODUCTION	15 min. ✓ Tt asks the Ss what keywords they mentioned had to do with the initial part of the story. ✓ Tt asks the Ss what gothic tales they know, and to comment on what makes them like these stories, what elements of the gothic tale they can identify in the works they like. 05 min. ✓ Tt asks the Ss to divide themselves into groups of five and research, on the Internet or in books they have at home, some gothic short story to tell to the class, in Portuguese, in the next class. Each Ss should tell one part.	

For this first class, we thought of asking the students about their types of reading, to know if they already know the genre that will be studied, then present the author, Edgar Allan Poe, and mention some of his stories, as a suggestion for reading. By writing the title of the work to be studied on the board, it is expected that speculations about the short story will emerge, thus arousing the students' curiosity, and making them pay attention during the telling of the story.

LESSON PLAN - Lesson 2

Class Theme: TEXTUAL GENRE - GOTHIC SHORT STORY	Class: HIGH SCHOOL	Level: A1- A2	Time: 45 min.
Teaching Modality: presential [x] remote [] hybrid []			
Date:	Teaching Method: PPP		Students:
Materials: Printed story.			Lessons: 2/2
General objective: To recognize the textual genre gothic short story through the work “ <i>The Black Cat</i> ” (1843) by Edgar Allan Poe.			
Specific objective: • To recognize the work “<i>The Black Cat</i>” (1843) by Edgar Allan Poe; • To explore the work and its linguistic aspects; • To practice reading and speaking.			
Skills: Prior knowledge of reading strategies: Scanning and Skimming/ beginner vocabulary.			
Teaching Method	Lesson’s description		Time
PRESENTATION	15 min. ✓ Tt makes a draw to define the order of the groups for the Gothic short story presentations, in which it was their homework to choose a short story and tell it, in Portuguese.		45 min.
PRACTICE	15 min. ✓ Tt continues to tell the final part of the story, in English, asking for some volunteers to read some parts of it.		
PRODUCTION	15 min. ✓ Tt asks the Ss: What did you find most interesting in the whole story and why? Based on their answers, the Tt should lead a discussion, in order to know if they understood and clarify any doubts.		

By inserting the author's history, the context of the creations and the works, the students understand that the productions occur according to possible events experienced at that time in which the author produced his works. Thus, discussions about history become more pertinent as they become more familiar with the text proposal. In this way, after participating in the readings and using their imagination, the students understand that in a story they can understand and work on elements that make them reflect on their actions. Thus, by reading more parts of the story, the students try to understand more and more about the actions of the main character and to think about whether his actions were wrong or right, and why, resulting in very productive discussions that contribute to the students' critical process.

FINAL CONSIDERATIONS

The present paper aimed to defend the importance of using Anglophone literature in high school English class. It presented and discussed points of views of authors such as Flavia Aparecida Lasaro (2014), Richard Beach (2011) and Tzvetan Todorov (2010), to validate the research. The advantages that use of literature in English classes may provide in both teaching and learning were mentioned, as Abdollah Keshavarzi (2012) argues, through literary texts it is possible to expand the possibilities of learning the language effectively in different contexts, and that literature helps students to go beyond superficial meanings, allowing them to go beyond what is written and immerse themselves in what is understood. With this in mind, two sequences of lesson plans were developed as a proposal for the use of literature in the classroom, considering that its use is beneficial in many ways, especially regarding the development of students' critical sense, expansion of world knowledge, reading and writing practice, and all of this in a playful and interactive way.

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