

Frankenstein: A key resource for developing critical and creative skills in English teacher education¹

Frankenstein: Un recurso para las habilidades críticas y creativas en la formación de docentes de inglés

Frankenstein: Um recurso para as habilidades críticas e criativas na formação de docentes de inglês

Página | 1

Jessica Vega-Abarzúa*²
Universidad Adventista de Chile*

Fecha de Recepción: 07-01-2025 Fecha de Aceptación: 06-03-2025

Autor de correspondencia: Jessica Vega-Abarzúa, jessicavega@unach.cl

Cómo citar:

Vega-Abarzúa, J. (2025). Frankenstein: A key resource for developing critical and creative skills in English teacher education. *Revista Científica Cuadernos de Investigación*, 3, e41, 1-11. <https://doi.org/10.59758/rcci.2025.3.e42>

Abstract

This essay explores the potential of *Frankenstein* as a fundamental resource for teacher education, specifically in fostering critical and creative skills among pre-service English teachers. By engaging with the novel through practical, thought-provoking activities, teacher candidates can enhance their understanding of ethical, literary, and pedagogical issues. The essay examines how the novel's themes, including the consequences of ambition, ethical responsibility, and isolation, provide a rich context for developing reflective thinking and problem-solving abilities. Furthermore, it suggests how *Frankenstein* can be integrated into teacher education programs, not only as a literary text but as a catalyst for inquiry-based learning. Through a series of interactive exercises, the essay argues that *Frankenstein* encourages teachers to engage deeply with the text and apply its lessons to contemporary educational contexts. By incorporating ethical dilemmas and character analysis, pre-service teachers can develop a more holistic approach to teaching, promoting critical inquiry and creativity in their future classrooms. Ultimately, this approach aligns with the goals of teacher education in the 21st century, preparing educators to foster a reflective, ethically aware, and creative learning environment for their students.

Keywords: Frankenstein; teacher education; critical thinking; creative thinking; EFL pre-service teachers.

¹ Copyright: © 2025, Vega-Abarzúa. Este es un artículo de acceso abierto distribuido bajo la licencia **Creative Commons de Atribución No Comercial 4.0**. Permite su uso sin restricciones, su distribución y reproducción por cualquier medio, siempre que no se haga con fines comerciales y el trabajo original sea fielmente citado.

² <https://orcid.org/0000-0002-5260-5584>

Resumen

Este ensayo explora el potencial de *Frankenstein* como un recurso clave en la formación docente, centrado en el desarrollo de habilidades críticas y creativas en futuros profesores de inglés. Al abordar la novela a través de actividades prácticas y reflexivas, se busca mejorar la comprensión de cuestiones éticas, literarias y pedagógicas. Se examinan temas de la obra, como las consecuencias de la ambición, la responsabilidad ética y el aislamiento, que proporcionan un contexto ideal para fomentar el pensamiento reflexivo y la resolución de problemas. Asimismo, se sugiere su integración en programas de formación docente, no solo como texto literario, sino como catalizador para el aprendizaje basado en la indagación. A través de ejercicios interactivos, se argumenta que *Frankenstein* puede ser utilizado por los formadores de docentes como recurso didáctico en contextos educativos contemporáneos. Al analizar dilemas éticos y personajes, los futuros docentes desarrollan un enfoque más integral hacia la enseñanza, promoviendo la indagación crítica y la creatividad. Este enfoque se alinea con los objetivos de la formación docente del siglo XXI, preparando a los educadores para fomentar un entorno de aprendizaje reflexivo, éticamente consciente y creativo para sus estudiantes.

 Página | 2

Palabras clave: Frankenstein; formación docente; pensamiento crítico; pensamiento creativo; docentes en formación de inglés como lengua extranjera.

Resumo

Este ensaio explora o potencial de *Frankenstein* como um recurso fundamental na formação de professores, focando no desenvolvimento de habilidades críticas e criativas entre os futuros professores de inglês. Ao se envolver com o romance por meio de atividades práticas e reflexivas, os professores em formação podem aprimorar sua compreensão de questões éticas, literárias e pedagógicas. O ensaio analisa como os temas do romance, como as consequências da ambição, a responsabilidade ética e o isolamento, oferecem um contexto rico para desenvolver o pensamento crítico e habilidades de resolução de problemas. Além disso, sugere como *Frankenstein* pode ser integrado em programas de formação de professores, não apenas como texto literário, mas também como catalisador para o aprendizado baseado na investigação. Através de uma série de exercícios interativos, o ensaio argumenta que *Frankenstein* incentiva os professores a se envolverem profundamente com o texto e aplicarem suas lições a contextos educacionais contemporâneos. Ao abordar dilemas éticos e analisar personagens, os futuros professores podem desenvolver uma abordagem mais holística para o ensino, promovendo a investigação crítica e a criatividade. Esse enfoque se alinha aos objetivos da formação docente no século XXI, preparando educadores para criar um ambiente de aprendizagem reflexivo, ético e criativo.

Palavras Chave: Frankenstein; formação de professores; pensamento crítico; pensamento criativo; futuros professores de inglês.

Introduction

English teacher education in Chile is guided and regulated by standards for teacher preparation. These standards are organized into two interdependent spheres: the pedagogical and the disciplinary (Ministerio de

Educación [MINEDUC], 2021). From a pedagogical perspective, future teachers are expected to foster meaningful, inclusive, and equitable learning experiences, grounded in their knowledge of students, their educational contexts, and their own professional responsibility as educators. From a disciplinary perspective, teachers are expected to possess linguistic knowledge that enables them to understand the foundational elements of the English language for effective communication and teaching. Similarly, future English teachers are expected to be capable of teaching the foreign language in diverse cultural contexts, integrating teaching and assessment strategies that facilitate the creation of learning experiences aimed at developing intercultural communicative competence (MINEDUC, 2021). In this way, mastery of these two dimensions is essential to ensuring quality in teacher education. According to Darling-Hammond (2021), the quality of teacher education on a global scale is not limited to mere curricular coverage. Instead, it is grounded in the ability to apply knowledge, skills, and attitudes that positively influence educational practice.

Within this context of holistic development, the standards shaping the teaching profession are grounded in the cultivation of 21st-century skills (MINEDUC, 2021). According to Ruiz-Godoy (2023), these skills—encompassing critical thinking, creative thinking, problem-solving, and effective communication—are essential across all fields of study and professions. From this perspective, such skills must be integrated as a fundamental component in the education of all future English teachers. Specifically, among a set of twelve pedagogical standards and six disciplinary standards, Standard 8 highlights the importance of fostering critical and creative thinking skills. According to MINEDUC (2021), Standard 8 stipulates that:

The graduate teacher challenges their students to enhance the development of critical and creative thinking by creating spaces that allow them to express themselves autonomously, critically engage with the content under study from diverse perspectives and approaches, argue and counter argue based on evidence, generate original and practical ideas, identify problems, and develop innovative solutions. Simultaneously, the teacher fosters metacognition in their students, encouraging them to reflect on their ways of understanding the world while promoting the analysis, monitoring, and evaluation of their own learning. All the thinking skills described are applied with reference to the curriculum of the corresponding discipline (p. 54. Personal translation).

Thus, English teacher education must focus on creating learning environments that not only stimulate critical and creative thinking but also foster intellectual autonomy and continuous reflection. However, despite these guidelines, there is a significant lack of empirical studies on the development of thinking skills in English teacher education in Chile. This gap makes it difficult to understand how future teachers perceive the development of these skills and how they apply them in their teaching practice. This issue is not unique to the Chilean context but extends internationally. For example, Wang & Kokotsaki (2018) investigated the conceptions of English as a foreign language teachers, highlighting that they exhibit both conceptual and practical limitations regarding creativity and its role in language teaching. Similarly, Yacoub (2021) study revealed that in-service teachers face challenges in fostering creativity among their students, underscoring the need to strengthen these competencies in both initial and ongoing teacher education.

In this context, it is imperative that teacher education incorporates holistic and in-depth experiences that foster meaningful learning for future teacher generations (Kostiainen et al., 2018). To achieve these objectives, it is essential for future teachers to engage in learning experiences designed to effectively develop their own skills, thereby equipping them to integrate these competencies into their pedagogical practice (National Advisory Committee on Creative and Cultural Education [NACCCE], 1999).

Página | 4

In this regard, teacher education must include learning experiences that bridge theory and practice, allowing pre-service teachers to connect theoretical concepts with real-life teaching scenarios. This integration fosters meaningful learning that can be applied to their future educational roles (Darling-Hammond, 2000). Achieving this goal partly requires rethinking the practices and resources employed in teacher education.

The literary genres explored in literature classes serve as valuable tools for stimulating critical thinking and creativity (Bobkina & Stefanova, 2016). In this context, it is important to highlight that the role of literary texts and the pedagogical approaches for their incorporation into English teaching have been scarcely investigated. This scenario raises various questions about the function of English literature and culture in learning processes, as well as their contribution to the development of skills and competencies in future teachers.

In light of these considerations, it is essential to contribute to strengthening research in the field of English literature, emphasizing its potential to foster critical and creative thinking skills. This essay aims to examine Mary Shelley's novel *Frankenstein* from a pedagogical perspective that goes beyond mere reading, using it as a teaching resource to enhance not only discursive abilities but also competencies linked to critical and creative thinking. The study is centered on the question of how *Frankenstein* can serve as a catalyst for engaging students in critical reflection and creative problem-solving, leading to the proposal of various activities likely to enrich the learning experience for pre-service teachers of English. Consequently, this study is directed at academics teaching English literature, aiming to enrich their instructional approaches, while also providing a foundation for future research on the role of literary texts in developing critical and creative thinking in pre-service teachers.

Main body

Frankenstein, written by Mary Shelley and published in 1818, is a gothic novel that, according to Peck & Coyle (2002), faithfully embodies the spirit of the 19th-century Romantic movement. Regarded as a pioneering work of science fiction, the novel follows Victor Frankenstein, a young scientist whose obsession with uncovering the secrets of life leads him to create an artificial being from human remains. Upon witnessing the outcome of his experiment, Victor rejects his creation, setting off a chain of tragic events. The novel is notable for its complex narrative structure, presenting multiple perspectives, including that of the creature itself. From this standpoint, *Frankenstein* can be explored in the classroom by focusing on four key sections—Robert Walton, Victor Frankenstein, the Monster, and the Ending—each serving as a foundation for activities that promote active participation, interdisciplinary connections, and deeper analysis of the novel's themes, ultimately fostering critical and creative thinking in pre-service teachers.

Robert Walton

Frankenstein begins with the account of Captain Robert Walton, who narrates his encounter with Victor through letters addressed to his sister Margaret Saville, establishing the framework for subsequent narratives. This initial context provides a valuable pedagogical resource for promoting thinking skills in pre-service teachers. For this work, a group activity is proposed, focusing on the analysis of Walton's four letters. Pre-service teachers examine each letter in detail, analyzing the discourse genre and its relationship to the content while applying prediction strategies. For example: Who is Mrs. Saville? What is Walton's mood when writing each letter? As they progress through the reading, it would be essential to formulate questions to verify whether the initial assumptions remain valid or have changed, fostering a discussion on the arguments presented. The fourth letter is particularly significant, as Walton describes the sighting of a creature, who is fleeing on a dog-drawn sled:

Página | 5

We perceived a low carriage, fixed on a sledge and drawn by dogs, pass on towards the north, at the distance of half a mile; a being which had the shape of man, but apparently of gigantic stature, sat in the sledge and guided the dogs (Shelley, 2010; p. 13).

Subsequently, the group of explorers finds Victor collapsed after pursuing the creature, an event that marks the beginning of the main narratives of the novel. From this context, connections can be established between the initial events described in Walton's letters and the characteristics of the Gothic genre.

Peck & Coyle (2002) emphasize that the Gothic incorporates elements such as mystery, the fantastic, the supernatural, terror, and themes like flight and pursuit. An effective exercise for pre-service teachers would be to identify some of these elements within Walton's letters. For instance, regarding terror, they could analyze the moment when Victor decides to be more direct with his interlocutor, who is moved by the desolation he faces. In this context, Victor declares: "Let me reveal my tale, and you dash the cup from your lips" (Shelley, 2010; p. 18). This moment reflects the psychological terror emanating from his story, as Victor anticipates that revealing his tragedy might strip Walton of his hope, adding a layer of despair. Similarly, concerning the theme of flight and pursuit, pre-service teachers could examine the moment when the crew rescues Victor and asks what he was doing in such a remote place. Victor replies: "To seek one who fled from me" (Shelley, 2010; p. 15), introducing the theme of the pursuer and the victim, a central element of the Gothic tradition. Here, the flight becomes a loaded act, symbolizing not only physical escape but also Victor's emotional and moral evasion. This exercise not only has the potential to familiarize pre-service teachers with the Gothic elements of *Frankenstein* but also enables them to base their opinions on textual evidence. By analyzing these passages, pre-service teachers can develop a deeper understanding of the text, directly connected to the key literary and thematic aspects of the Gothic genre.

To conclude the work with Walton's letters, pre-service teachers can be encouraged to reflect on whether they share the sense of empathy Walton seems to feel toward Victor, despite Victor's warnings about the dangers of his actions. The key question here could be: Is it possible to feel empathy for a character so clearly defined by their decisions and their consequences? It will be essential for pre-service teachers to support their opinions

with textual evidence, encouraging critical and well-founded reflection on the characters' motivations and the implications of their actions.

Victor Frankenstein

As previously mentioned, *Frankenstein* is narrated from multiple perspectives, offering a unique analytical framework and an opportunity to immerse pre-service teachers in the development of critical and creative skills. Since the novel transitions through various narrative voices, such as Walton's letters, Victor's perspective, and that of the creature, dynamic activities can be designed to foster a deeper understanding of the characters and their motivations. From this perspective, to continue reading the novel, pre-service teachers are encouraged to focus their analysis on the shift in perspective that occurs when the narrative transitions from Walton's letters to Victor's story. This change not only alters the point of view but also provides an opportunity to explore how the protagonist's identity is constructed through his own interpretation of events and his sense of isolation. Página | 6

An effective teaching strategy could involve dividing pre-service teachers into small groups to analyze different sections of the novel from Victor Frankenstein's perspective. Each group could focus on a key section of Victor's narrative leading up to the creation of the monster and then share their findings with the rest of the class. This approach would not only enable future teachers to practice literary analysis but also engage in a critical reading of a complex character. To facilitate this analysis, scaffolding strategies are suggested to ensure equitable engagement among pre-service teachers. For instance, providing pre-service teachers with a graphic organizer to document Victor's narrative according to categories such as family, emotions, places, academic training, obsessions, and ambitions could be particularly helpful. This tool would help systematize their reading and identify patterns in the character's motivations and decisions.

Pre-service teachers could identify relevant passages for each of these categories. For example, Victor's familial and social circle is characterized by close relationships, and he describes his childhood as a joyful period: "No human being could have passed a happier childhood than myself. My parents were possessed by the very spirit of kindness and indulgence" (Shelley, 2010; p. 27). It is crucial for pre-service teachers to note that, although Victor portrays his childhood as happy and privileged, he simultaneously reveals a persistent sense of dissatisfaction and an insatiable curiosity that shape his later ambitions. From an early age, these emotions drive him to seek answers beyond the ordinary. They could also identify key moments reflecting this dynamic, such as his fascination with natural philosophy and his discovery of Agrippa's works. This would allow pre-service teachers to explore how Victor's academic pursuits and obsessions begin to overshadow his relationships and emotional well-being. For instance, they could discuss passages where Victor's desire for knowledge isolates him, such as:

It was the secrets of heaven and earth that I desired to learn; and whether it was the outward substance of things or the inner spirit of nature and the mysterious soul of man that occupied me, still my inquiries were directed to the metaphysical, or in its highest sense, the physical secrets of the world (Shelley, 2010; p. 27).

Regarding places, the novel highlights key locations that reflect Victor's emotional state and character development. His arrival at the University of Ingolstadt represents a pivotal shift in his life and the beginning of his obsession:

I threw myself into the chaise that was to convey me away, and indulged in the most melancholy (sic) reflections. I, who had ever been surrounded by amiable companions, continually engaged in endeavouring to bestow mutual pleasure, I was now alone. In the university, whither I was going, I must form my own friends, and be my own protector. My life had hitherto been remarkably secluded and domestic; and this had given me invincible repugnance to new countenances. I loved my brothers, Elizabeth, and Clerval: these were “old familiar faces;” but I believed myself totally unfitted for the company of strangers. Such were my reflections as I commenced my journey; but as I proceeded, my spirits and hopes rose. I ardently desired the acquisition of knowledge. I had often, when at home, thought it hard to remain during my youth cooped up in one place, and had longed to enter the world, and take my station among other human beings. Now my desires were complied with, and it would, indeed, have been folly to repent (Shelley, 2010; p. 34).

Página | 7

Victor's connection to his academic training highlights his gradual path toward obsession. His arrival at Ingolstadt immerses him in a world of scientific discovery and fixation, describing how science becomes his sole focus: “From this day natural philosophy, and particularly chemistry, in the most comprehensive sense of the term, became nearly my sole occupation. I read with ardour those works...” (Shelley, 2010; p. 39).

In the category of obsessions and ambitions, pre-service teachers can focus on the situations that lead Victor to ignore the ethical implications of his actions. For instance, when reflecting on his pursuit of the principle of life, he states: “To examine the causes of life, we must first have recourse to death... I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter” (Shelley, 2010; p. 40).

Addressing all these categories with quotes from the novel can lead pre-service teachers to substantiate their opinions and understand the complexity of the character of Victor Frankenstein, as well as the ethical, emotional, and social implications of his decisions. Guided analysis through these categories paves the way for the development of critical and discursive skills, as expected for pre-service teachers according to teacher education standards.

To continue with the novel and foster the development of critical and creative skills in pre-service teachers, a pair or group debate is suggested, focusing on the section of the creation of the monster. This debate could address, on one hand, the perspective that the creation of life constitutes a revolutionary scientific achievement, and on the other, the ethical and moral risks inherent in manipulating nature. In this context, key questions could guide the discussion, such as: To what extent can the creation of life be considered a legitimate scientific breakthrough? What ethical responsibilities should the creator assume towards their creation? Are there limits

that science should not cross? To strengthen the debate, it is suggested that pre-service teachers substantiate their arguments with textual evidence.

For example, when Victor reflects on his scientific ambition, he states: "A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me. No father could claim the gratitude of his child so completely as I should deserve theirs" (Shelley, 2010; p. 42). This quote reinforces Victor's idealism and can be used to argue in favor of scientific achievement. On the other hand, Victor's capricious reaction after bringing the monster to life can be used to explore the ethical implications of his actions: "For this I had deprived of rest and health. I had desired it with ardour that far exceeded moderation; now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart" (Shelley, 2010; pp. 45-56). This critical and ethical analysis scenario that *Frankenstein* offers constitutes a valuable opportunity for future teachers to reflect on the implications of science and ethics. Furthermore, it allows for connections with contemporary debates, such as advances in artificial intelligence, genetic editing, and ethical responsibility in scientific innovation. This approach not only fosters critical and argumentative skills but also encourages pre-service teachers to consider how these topics could be addressed in their future classrooms.

The Monster

Victor's creation, never given a name, is referred to in the novel by various terms such as wretch, monster, and fiend. This act of rejection presents an excellent opportunity to develop creative writing. To achieve this, pre-service teachers can write a journal entry from the perspective of the monster, immediately after its creation. This exercise invites them to imagine how the monster perceives its creator, itself, and the world around it, exploring emotions such as confusion, fear, and loneliness. It is crucial to guide future teachers to incorporate descriptive and reflective elements that bring the monster's perspective to life, considering relevant quotes from the novel to support their interpretation. For example, when the monster describes its initial bewilderment: "I was a poor, helpless, miserable wretch; I knew, and could distinguish, nothing; but, feeling pain invade me on all sides, I sat down and wept" (Shelley, 2010, p.90). This exercise will not only strengthen the linguistic skills of pre-service teachers but also foster the development of creative thinking by allowing them to explore a unique and empathetic perspective.

Another unique moment that *Frankenstein* offers for the development of critical and creative skills occurs when the monster learns about humanity. After its creation and Victor's regret for bringing it to life, the monster flees and hides due to the rejection caused by its appearance, being forced to learn about life and human relationships by secretly observing a family. At this point, the monster reflects:

By degrees I made a discovery of still greater moment. I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers (Shelley, 2010; p. 97).

In light of these events described by the monster, pre-service teachers can be invited to simulate a podcast-style interview. The goal of this activity would be to discuss debatable and complex aspects of the monster's experience, which could be enriched through prior inquiry. Below are examples of questions that could frame this conversation: Is the monster a "product" of his environment? To what extent does society influence his moral and emotional development? How does forced isolation affect his perception of the world and of himself? These questions will guide pre-service teachers to adopt a critical stance based on textual analysis and ethical reflection. Additionally, the podcast format fosters communicative and creative skills, while connecting the novel's themes with contemporary formats for discussion and learning.

Página | 9

Another key moment in the novel that allows for the development of critical and creative skills is the monster's request to Victor as a solution to his loneliness. At this point, the monster tells his creator:

I am alone, and miserable; man will not associate with me; but one as deformed and horrible as myself would not deny herself to me. My companion must be of the same species, and have the same defects. This being you must create (Shelley, 2010; p. 126).

This context can be used to engage pre-service teachers in evaluating the consequences of Victor's potential choices, prompting reflection on the broader implications of creation, responsibility, and moral duty. Consequently, the monster's request can serve as a foundation for a collaborative activity, such as creating an infographic. The goal would be for pre-service teachers to analyze and present the pros and cons of accepting or rejecting the monster's request, taking into account the ethical, social, and emotional dimensions of both decisions. This activity would not only encourage teamwork but also foster a deeper understanding of the moral complexities embedded in Shelley's narrative.

After the rejection of the monster's request, and the anger this generates, it is essential to involve pre-service teachers in a moral debate about his creation. For this, it is crucial to consider the monster's reproach to Victor, stating: "Hateful day when I received life! I explained in agony. Accursed my creator! Why did you form a monster so hideous that even you turned from me in disgust?... I am solitary and abhorred" (Shelley, 2010; p. 113). An effective way to conduct this discussion is through a mock trial that explores whether the monster's actions can be justified in light of his creator's rejection, questioning who the 'monster' really is and what the term implies. To this end, the group can be divided into various roles, including judges, defense attorneys, prosecution attorneys, and witnesses. This type of activity will not only foster the development of discursive, critical, and creative skills, but also promote meaningful learning by linking literary analysis with practical activities.

The Ending

To conclude the reading and analysis of the novel, the final key moment—the pursuit and resolution in the Arctic—provides a rich opportunity for creative engagement. Since the suggested work with *Frankenstein* begins with an analysis of Walton's letters, it would be fitting to close the narrative cycle by inviting pre-service teachers to craft an alternative ending from Walton's perspective. This creative exercise could center on reflecting on what Walton has learned from Victor and the creature's story and exploring how these

lessons might shape his own mission and ambitions. To guide this activity, the following question could be posed: What emotions and thoughts does Walton experience after learning the full story? This activity encourages imaginative exploration while reinforcing the novel's key themes and fostering a deeper understanding of its moral and philosophical implications.

Conclusion

Página | 10

Frankenstein stands as more than a literary masterpiece, for it can also be a versatile tool in teacher education, capable of fostering the development of critical and creative thinking among pre-service teachers. By integrating ethical, literary, and pedagogical reflections into classroom activities, educators can transform the novel into a platform for meaningful and transformative learning experiences. As demonstrated through the proposed activities, *Frankenstein* has the potential to encourage pre-service teachers to engage with complex moral dilemmas, explore diverse perspectives, and connect literary themes to contemporary educational challenges. Moreover, the novel's timeless relevance makes it particularly suited to preparing educators for 21st-century classrooms. It cultivates skills that go beyond mere textual analysis, enabling pre-service teachers to design lessons that inspire inquiry, empathy, and innovation in their own teaching practices. This dual emphasis on critical thinking and creativity aligns with the broader objectives of teacher education, ensuring that future educators are well-equipped to address the complexities of modern education.

Beyond its immediate classroom applications, this essay highlights the need for further research into the role of literature in teacher education, particularly in developing interdisciplinary approaches that integrate literary analysis with pedagogical training. Future investigations could explore the long-term impact of literature-based methodologies on pre-service teachers' instructional practices, as well as their effectiveness in fostering critical and creative competencies in diverse educational settings.

Ultimately, *Frankenstein* exemplifies the potential of literature to bridge academic and professional development, offering pre-service teachers the tools to nurture reflective, inclusive, and dynamic learning environments for their students. Its value in teacher education lies not only in its content but in its ability to inspire a lifelong commitment to thoughtful and creative teaching.

Acknowledgements

This academic work was made possible through the English Language Literature course at Pontificia Universidad Católica de Valparaíso, with the support of Universidad Adventista de Chile. The course provided a valuable opportunity to bridge the study of literature with teacher education, enriching the perspective and deepening the understanding of how literary texts can be integrated into the education of future teachers.

Conflict of Interest

The author declares that there is no conflict of interest.

References

- Bobkina, J. & Stefanova, S. (2016). Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills. *Studies in Second Language Learning and Teaching*, 6(4), 677-696. <https://doi.org/10.14746/sslt.2016.6.4.6>
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51(3), 166-173. <https://doi.org/10.1177/0022487100051003002>
- Darling-Hammond, L. (2021). Defining teaching quality around the world. *European Journal of Teacher Education*, 44(3), 295-308. <https://doi.org/10.1080/02619768.2021.1919080>
- Kostiainen, E.; Ukskoski, T.; Ruohotie-Lyhty, M.; Kauppinen, M.; Kainulainen, J. & Mäkinen, T. (2018). Meaningful learning in teacher education. *Teaching and Teacher education*, 71, 66-77. <https://doi.org/10.1016/j.tate.2017.12.009>
- Ministerio de Educación (2021). *Estándares de la profesión docente: Carreras de pedagogía en inglés*. Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP). [Consult: November 18, 2024]. <https://estandaresdocentes.mineduc.cl/wp-content/uploads/2021/08/ingles.pdf>
- National Advisory Committee on Creative and Cultural Education (1999). *All our futures: Creativity, culture and education*. DFEE. [Consult: November 18, 2024]. <https://n9.cl/x4m70>
- Peck, J. & Coyle, M. (2002). *A brief history of English literature*. Palgrave.
- Ruiz-Godoy, J. (2023). Desafíos en el desarrollo integral del estudiante de pregrado. In: D. Van Damme & D. Zahner (Eds.). *¿La enseñanza superior enseña a pensar críticamente?*, pp. 31-36. Ediciones Uniandes.
- Shelley, M. (2010). *Frankenstein*. Harper Collins Publishers.
- Wang, L. & Kokotsaki, D. (2018). Primary school teachers' conceptions of creativity in teaching English as a foreign language (EFL) in China. *Thinking Skills and Creativity*, 29, 115-130. <https://doi.org/10.1016/j.tsc.2018.06.002>
- Yacoub M., T. S. (2021). Teaching practices of EFL teachers and the enhancement of creative thinking skills among learners. *International Journal of Asian Education*, 2(2), 153-166. <https://doi.org/10.46966/ijae.v2i2.173>