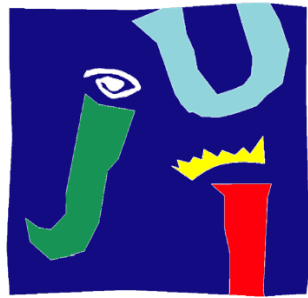


**Implementing Literature in an EFL Classroom: an  
Innovative Method to teach English through  
Literature**



**UNIVERSITAT  
JAUME·I**

**MASTER'S DEGREE FOR SECONDARY  
EDUCATION, VOCATIONAL TRAINING AND  
ENGLISH LANGUAGE AND LITERATURE  
TEACHING**

**MASTER'S DISSERTATION**

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Modality: Educational Improvement Plan**



## Table of Contents

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Acknowledgements.....	
Abstract.....	
1. Introduction.....	1
2. Theoretical Background.....	1
2.1 What is literature?.....	1
2.2 Literature within educational contexts and the reasons that justify its use.....	3
2.3 “Authentic literature” VS Graded Readers.....	6
3. Context.....	8
3.1 The School.....	8
3.2 The Students.....	8
3.3 The Group.....	9
4. Justification and criteria used to select the materials.....	9
5. Didactic Unit.....	13
5.1 Session 1.....	14
5.2 Session 2.....	16
5.3 Session 3.....	19
6. Description of the DU’s implementation.....	23
6.1 Session 1: Linguistic Model.....	23
6.2 Session 2: Cultural Model.....	24
6.3 Session 3: Personal Growth Model.....	25
7. Observation and assessment.....	25
8. Suggestions for improvement.....	30
9. Conclusions.....	32
10. References.....	34
Appendices.....	
Appendix I (Session 1).....	
Appendix II (Session 2).....	
Appendix III (Session 3).....	
Appendix IV (Transcript of the YouTube video used in Session 2).....	
Appendix V (Students’ handout).....	

## List of Figures

Figure 1: Macmillan Readers' chart.....	7
Figure 2: <i>Animal Farm</i> book cover.....	10
Figure 3: Exercise 3. LANGUAGE WORK I.....	11
Figure 4: Exercise 3. LANGUAGE WORK II.....	12

## List of Tables

Table 1: Linguistic model (Exercise 3).....	28
Table 2: Cultural model (Exercise 2).....	29
Table 3: P. Growth model (Exercise 1 & 2).....	29

## List of Abbreviations

- Didactic Unit (DU)
- English Language Training (ELT)
- Foreign Language (FL)

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## **Abstract**

This Master's dissertation which follows the Educational Improvement Plan modality structure, attempts to teach English as a Foreign Language specifically through a DU based on literature. It also aims to collaborate in the task of proving the benefits that a literary-based lesson proposal would provide education with. For that purpose, this paper will be divided in different sections. In first place, sections 1 to 4, will be devoted to an introduction, a theoretical background including the most relevant information with regards to the main topics, a context section in which the different agents involved in the process will be described and a final section devoted to the justification and criteria used to select the materials used in the DU. Hereunder, points 5 to 8 will consist of a detailed report of the Didactic Unit and the description of its implementation as well as a suggestion for improvement section and the final conclusions.

**Key Words:** Literature, educational contexts, FL, language teaching, Didactic Unit (DU), excerpt, language, culture, personal growth.

## **1. Introduction**

Literature plays an essential role within a language. Through the different literary works that authors have written around the world all along history, experts have been able to learn almost everything about language, its evolution, its use, etc. In addition, presence of literature around the world has enabled us to know a lot (almost everything) about the inner and most intimate feelings - fears and desires of human beings.

Even though specific literary courses and seminars are offered at higher levels of education, its study is usually forgotten in lower levels of education, specifically within FL teaching processes. Although in secondary education students are sometimes asked to read literary works in their native languages and study in detail their characteristics and the literary movement to which they belong, this is a phenomenon that rarely happens in FL subjects.

This paper aims to concisely prove the feasibility of a literature based lesson plan and to show the possible benefits of introducing literature within FL teaching processes, specifically within a Foreign Language context. For that purpose, this study will be divided in different sections. In first place, sections 1 to 4, will be devoted to an introduction, a theoretical background including the most relevant information with regards to the main topics, a context section in which the different agents involved in the process will be described and a final section devoted to the justification and criteria used to select the materials used in the DU. Hereunder, points 5 to 8 will consist of a detailed report of the Didactic Unit and the description of its implementation as well as a suggestion for improvement section and the final conclusions.

Before going any further, it is also important to point that literature and specifically this proposal can be used to develop not just linguistics skills regarding a language but also to acquire cultural knowledge and to contribute to the students' personal growth. These last two points make out of learning a language something from which the students can derive full benefit and which will definitely mark them as students and as persons.

## **2. Theoretical Background**

### *2.1 What is literature?*

Although literature could be generally defined as any single body of written works- specifically those that possess an artistic or intellectual value due to the fact of the language in it being used in a distinctive and original way- the definitions of the term have varied all since it was born. Etymologically, the term which goes back to the early 15c. means “book-learning”, and stems from Latin *litteratura/litteratura* “learning, a writing, grammar”.

In an attempt to create a compendium that contemplates the multiple perspectives, Mart, C. T in his study *The Contentious Debate over the Language Division: Journal of Language and Cultural Education* gathered various definitions. Some of the definitions are the one done by Carter (1995, p. 102) who suggests that literature is “a body of written texts, produced by a culture and highly valued within that culture over time” or the one suggested by Pugh (1989) who, from another perspective, states that literature is “a writing that preeminently reflects in depth and quality aspects of the human experience which is illuminated by an observer”

Regarding the different classifications that literature can entail, the most commons are the ones relative to the genre and oppose big categories such as fiction vs non-fiction or poetry versus prose. At the same time, with regard to its major forms, literature can be subdivided in other categories as novels, short stories or dramas. Although this previous categorisation divisions are the most common, literature is also classified sometimes according to historical periods or to their conformity to some aesthetic features.

However, some of the greatest men and women of letters have reflected upon the term and have expanded it, going deeper and leaving strict dictionaries definitions behind. Among these remarkable writers and the considerations that they have provided of the concept of literature, we could highlight the exquisite meditation on literature the Nobel Prize, Mario Vargas Llosa shared during his prize acceptance speech in 2010. Some of the most remarkable lines within the speech are the following:

[...] Without fictions we would be less aware of the importance of freedom for life to be livable, the hell it turns into when it is trampled underfoot by a tyrant, an ideology, or a religion. [...] Good literature erects bridges between different peoples, and by having us enjoy, suffer, or feel surprise, unites us beneath the languages, beliefs, habits, customs, and prejudices that separate us.



## *2.2 Importance of literature within educational contexts and reasons that justify its use*

Before going any deeper in the study that is being carried out in the present paper, it is also important to reflect on the importance of literature within educational contexts. For that purpose some of the different theories and background information that different authors have contributed will be examined as well as the reasons that justify the use of literature in educational contexts, specifically in a foreign language teaching context.

It is widely known that reading develops the mind, the imagination and enables the readers to discover new things and therefore educate themselves in any field of life in which they are interested. But specifically, including literature reading activities has been used to promote language development lately and has been proved to benefit the students in four different aspects, as Irma K. Ghosn shows in her research paper *Four good reasons to use literature in primary school ELT* (2002)

Firstly, and supported by other authors research studies and surveys as for instance Bruno Bettelheim (1986:4) or Exton and O'Roule (1993:27-8), Ghosn confirms that introducing literature serves to boost motivation for the students and leads to a meaningful context for language learners. Authentic literature has been proved to actually entertain the children and trigger them to know more and therefore to continue having their attention and focus in the reading and in the task. However, the choice is very important and has to adapt to the group interests and needs. An illustrative example of a motivating choice would be the one Machura (1995) describes in her experience with a group of 12 year old Hungarian students who worked with enthusiasm through *The Very Hungry Caterpillar* (a picture storybook for young children, written by Eric Carle). This same book happened to maintain actively working another group of students in Lebanon for more than three weeks (Ghosn 1997).

Secondly, authentic literature also collaborates with the language learning. The students have the chance to find the language skills integrated in the texts as well as a rich and natural language that cooperates with the development of word recognition skills. In other words, the vocabulary and the grammar that the students in FL classrooms could find with the introduction of authentic literature would not be limited and would be genuine and therefore beneficial for them. In this way, contrary to what happens with traditional lesson plans, the students start familiarising with "higher level" terms and more difficult grammatical structures from the very beginning and do not get stuck on primary tenses and basic

vocabulary. Margaret Meek (1995:6) is definitely right when reflecting upon the fact that meanwhile children are intensely preoccupied with the present, tales and short stories teach them about past and future tenses which seems to be useless. They will not be able to express present actions if they are not taught to do so. Some others as David Crystal (1987) are also right by complaining of an excessive use of the present simple within textbooks which happens to be artificial and forced. In addition, it is also important not to hold students “prisoners” of basic talks at the “practical” level of language, talks about mundane activities since it would prevent them from learning the language. Out of these reflections it could be concluded that the key would be in authentic literature since it provides a non limited variety of vocabulary terms and grammar tenses. That is also pointed out by Bassnett and Grundy (1993:7) who state that literature can be defined as the highest point that language can reach.

The third reason why authentic literature should be introduced into language teaching educational contexts is directly related with academic literacy. Specifically, authentic literature could be characterised by opening a new huge window of themes towards which the teacher can expand by means of using new language in other contexts that may adjust to the students’ needs and interests. Furthermore, reading and understanding authentic literature in most of the cases requires critical thinking skills that can be developed through training and experience. Through literature, students would be able to cultivate their thoughts and their reasoning. In addition, they would be able to include in their daily use more complex structures of thinking as for instance being critical and wondering about cause-effect or also being capable to establish comparisons and contrasts among different topics, situations, etc.

The last of the reasons pointed out by Ghosn in her study, supported also by authors as Goleman (1995) or Schomberg (1993), is that literature can be also characterised by its ability to work as a “change agent”. Authentic literature is said to transform, to change moods, beliefs and perspectives as well as to contribute to the eradication of prejudices by boosting empathy, fortitude and consciousness of world problems. This is also corroborated by Bettelheim (1986) who affirms that literature could also collaborate with the personal growth as well as the understanding of what is happening globally, the society and the problems that it can entail. Authentic literature presents not just fictional dramas but also relates real conflicts and difficulties and trains the students to spot these problems and find solutions for them.

Furthermore, in addition to these four reasons that Dr Ghosn gathered in her study, there are some other appreciations that should be considered as for instance the ones Joanne Collie and Stephen Slater make in their research book *Literature in the Language Classroom: A resource book of ideas and activities* (1987), in which they attempt to provide reasons for including literature in the language classroom among other aspects. The main reasons included in this research are the following:

- The first and main reason according to them would be that literature provides an abundant and widely varied pieces of work that are characterised by being original since they include fundamental human issues and which also transcend over time instead of being transitory. In other words, these materials are not following any of the possible teaching trends and somehow force the learners of the language to read texts that were intended to be read by native speakers and therefore they acquire more familiarity with the different linguistic structures, constructions, uses, forms, etc.
- The second would be the cultural enrichment that it could suppose to the language learners. Through authentic literature, learners would gain knowledge related to the different worlds that the novels describe- either real or fictional worlds. By means of reading, students would be also able to discover the story plot and many other things related to the lives of the characters, thus being what they eat, what they do, how they do it, which kind of music they like and why, how they relate to their friends and families, etc. In addition, authentic literature also has the power to boost language learners' interest not just in their language but in their cultures, in their countries and their people among others.
- Thirdly, authentic literature is also said to develop a personal involvement within language learners. Usually, by the start of the reading, the readers do not feel really implicated in the chain of the events but in understanding the initial point and figuring out the language style and form that they are going to find all through the book. However, as the book goes on, the language learners are able to pay less attention to the mentioned points and put the focus on the plot.
- The fourth and more obvious reason would be the language enrichment that the books provide to the language learners. Authentic literature supplies circumstances in which individual lexical and syntactical items that are easy to remember by the language learners. Furthermore it requires language learners determination to make linguistic inferences and to imply meaning from context.

To conclude the review on the importance of literature within educational contexts and the justification of its use, it is necessary to talk about Amos Paran contribution to the research, specifically recalling the main points of his *The Role of literature in instructed foreign language learning and teaching: An evidence-based survey* (2008). In his work, Paran tries to break the boundaries between language and literature and to do so, he proves wrong some other authors as for instance Edmonson who talks about language learning and of achieving the proficiency or the general competence in a FL as if it was a business. In addition, Paran talks about language learners as a product of a specific amount of years of school learning. His alternative would be treating literature as something that really has an impact in our daily life, in which our narratives have a weight in education, treating literature like other subjects as philosophy or art. He also quotes some other authors as Shanahan (1997) who defends that language professionals' main aim is to provide students with a richer life and a richer society to live in, culturally speaking.

### 2.3 “Authentic literature” VS Graded Readers

Within the previous sections the concept of “authentic literature” has appeared several times. However, the reality in the schools is very different. By giving a quick look at any year or term lesson planning, anyone would realise that they rarely include literature and if they do, they include graded readers suggestions. But what are graded readers? Graded readers could be defined as short books that are whether adaptations of authentic existing works or original graded reader authors books.

The main feature that differences graded readers from authentic ones is that the amount of words per book are limited. The difference does not just exist in terms of numbers but also in terms of “complicated words included in each chapter”. In addition, these books usually include an activity section in which the language learners can check if they are understanding the plot or not as well as the vocabulary they have been able to acquire (or not) by the end of every chapter. Most of these books also include a glossary section in which the students can find the most difficult words listed and its translation to their mother tongue. Going a little bit deeper and analysing the graded books characteristics some similarities can be found independently of the editors. As pointed out by David R. Hill in his survey review *Graded Readers in English* (2001), most of the graded readers' books coincide on:

- Clearly stating which character is talking in every single moment of the action
- Using a few pronouns

- Repeatedly providing relevant information on the characters and remind who the characters are
- Using short scenes so that the readers feel relaxed
- Repeating phrases and situations so the readers do not get lost
- Always providing the necessary information and avoiding situations in which the readers have to assume or imagine anything
- Making meaning explicit rather than implicit

Graded readers are commonly used by teachers due to many reasons; in first place it should be said that there is a wide variety of materials which are perfectly classified and which generally cover the students’ linguistic needs. Therefore, graded readers become the “easy” resource to choose for some teachers since the most difficult part of the job -thus being the choice- could be almost done in a few minutes. Furthermore, the materials are generally appealing for the teacher since the editors usually provide tests and additional material for the teacher which again, facilitates the task. Apart from the previously mentioned reasons, this kind of extensive reading is also recommended by the editors since they adapt to the most common certification and accreditation of language levels and offer material which strictly stick to them. As for instance the Macmillan Readers, who approximately match the Common European Framework levels as can be appreciated in the following chart:

<b>Macmillan Readers</b>	<b>Common European Framework</b>
Starter and Beginner	A1 (Breakthrough)
Elementary	A2 (Waystage)
Pre-intermediate	A2 – B1
Intermediate	B1 – B2 (Threshold)
Upper intermediate	B2 (Vantage)

Figure 1: Macmillan Readers’ chart

Even though the graded readers’ offer could not seem attractive enough for some teachers, others do not feel really appealed by the format and have criticised it. Although the criticisms towards graded readers are varied, most of them are based on the lack of faithfulness to the originals. Most of the graded readers adaptations do seem to have lost the essence of the original books and that supposes an insult to the original. Furthermore, some reduction performances have been specifically clumsy and have led to a restricted language that is far from the authentic and therefore can be considered as a poor model for the students to follow. In addition, graded readers have also been criticised for providing limited learning conditions,

as pointed out by Yano (1994) in one of his studies. In first place, Yano states that providing learners with graded readers which are rated with levels that are lower than the ones the learners possess, could be dangerous for them since it would make the quality of their speech inferior. Secondly, Yano criticises the removal of the complicated words since this would prevent the learners from learning what they demand to learn.

### **3. Context**

The context is described through an insight view that goes from the whole school context into the group of students in which the UD was implemented, also revising the general characteristics that the students from this specific school may have.

#### *3.1 The School*

Regarding the contextualization of the school, “Centro Diocesano Mater Dei” is an institution that intends to provide a high quality education for its students according to some basic principles that are fully detailed in the ethos section included within the school documentation. These principles make reference to the basics of education and contemplate the variety of agents that have a role in this educational task; parents, teachers, students and other members involved in the functioning of the centre. Attending to the geographical situation of the centre, it is located out of the city center, specifically at Carretera CV 147, km 0, 12004 Castellón de la Plana, Castellón. This fact has an impact in the characteristics of the centre since it makes the facilities less accessible to those parents who have to work in town. For that purpose, the centre offers some extra services as transport or the canteen. Despite the fact of the centre being a non-profit organisation, the previous facts force the school to acquire the nature of a state-subsided school centre, which makes the school more exclusive and which therefore affects the whole education process due to many reasons as for instance, the way in which the school schedule is divided or the opportunity to hire native teachers that could offer speaking lessons to the students.

#### *3.2 The students*

Having a look at the students’ general profile, we could define it as varied in different ways. Firstly, the centre hosts not only ESO and primary students but also pre-school and primary/elementary school who come from different locations; Castellon de La Plana, Benicassim or Oropesa del Mar among many others. Secondly, attending to the socio-economic profile of the students and their families, we could generally define it as upper

class, since the families can afford the payment of the services that the school offers. Finally, and with reference to the educational profile of the students, we could say that the families are really concerned about their children receiving a good quality education. Furthermore, almost the totality of the students are expected by their families to continue studying once they leave the centre - vocational/job training, university studies, etc.

### *3.3 The group*

Focusing now on the specific profile of the group on which the study the DU has been implemented, a few observations can be remarked. The group ("4º ESO B"/ 4th year of secondary school, class B) consists of 28 students who regularly attend every lesson since it is compulsory for them and missing lessons would suppose a fail. Specifically the group consists of boys and girls (almost the same number of each gender) who are between 15-16 years old. There are also some students who have been doing this course for a second time since they were not able to pass the course the previous year.

Although most of the students from this course are expected to enrol in Bachillerato next year, this level happens to be the last compulsory year for students in the Spanish educational system. For that reason, this year is considered to be particularly relevant within the ESO since it marks the end of this period. Therefore, the students should (and generally are) aware and concerned about the fact that this year and what they are learning in the different subjects is essential for their future and will mark their paths.

As an important point to remark, it is necessary to mention that this group, as reported by the tutor, does not include any student who requires any type of extracurricular help or reinforcement. For this reason, the present DU will not include any table devoted to the attention to diversity.

## **4. Justification and criteria used to select the materials**

Regarding the choice of materials and attending to the criteria used to select them it should be pointed out in first place the fact that the process has been long and that there are many factors that have strongly influenced the final choice.



Figure 2: *Animal Farm* book cover

To begin with, it could be said that the choice has been taken as result of the combination of the familiarity with the materials and the remarkable quality of of the book. *Animal Farm* by George Orwell is a book that I had previously not just read but in full detail studied in my previous studies for philosophical purposes. Being familiar with the book allowed me to gain expertise on the plot and be confident enough to use *Animal Farm* in this DU. In addition, and comparing the book to other works that could seem appealing for the same purpose, *Animal Farm* seemed to gather everything that the DU needed to be successful and therefore made it a rich and appealing choice - it contained linguistic, moral and cultural content that could be exploited by means of different activities.

Secondly, with regard to the different fragments that have been selected for each one of the models (linguistic, cultural and personal growth model) the process has been more complicated. The choice of the materials has been very much conditioned by the general guidelines that the tutor has been providing to me during the process. The sessions could not seem to be isolated from the school program and had to be configured depending on the linguistic and lexical contents that were supposed to be explained in the class at that time. As a consequence, the materials, specifically the excerpt choice and the activities configuration had to be adapted to the student program needs.



For instance, the selection of the excerpt for the Linguistic Model is totally conditioned by the tutors' demand. The request was to configure a session in which a grammatical point dealing with the uses of the Gerund tense and the Infinitive tense was included. To do so, the whole book had to be revised in research of an excerpt that gathered a considered amount of examples. In that way the grammatical point could be illustrated. In addition, a tailor made exercise had to be created so that the grammatical point that the tutor required me to cover was included in the Model, as can be appreciated in the pictures below:

**Exercise 3. LANGUAGE WORK**

Read the excerpt again. By using two different colors, locate and underline examples of verbs in Infinitive (to) and in Gerund (-ing). With the help of your group partners, put the examples in the correct box of the following table attending to the circumstances in which example has been found. Then, provide your own examples for those boxes which are still empty.

<b>Gerund (-ing)</b>	<b>VS</b>	<b>Infinitive (to)</b>
<b>Subject (general facts)</b> e.g "Smoking is unhealthy" <hr/> <hr/>		<b>Subject (specific case)</b> e.g "To smoke in front of children is not a good example" <hr/> <hr/>
<b>Direct object after verbs</b> e.g "I continued doing homework" <hr/> <hr/>		<b>After verbs such as agree, decide, hope, manage, refuse, etc</b> e.g "We agreed to buy a new car" <hr/> <hr/>
<b>After verbal expressions</b> e.g "I can't stand watching trash TV" <hr/> <hr/>		<b>After some adjectives as happy, tired, ready, willing, etc</b> e.g "I'm happy to see you" <hr/> <hr/>
<b>After prepositions</b> e.g "They are interested in buying a house" <hr/> <hr/>		<b>After indirect objects</b> e.g "They advised me to be on time" <hr/> <hr/>

Figure 3: Exercise 3. LANGUAGE WORK I

<p><b>FORGET (Neg) e.g</b> “I don’t forget treating you badly”</p> <hr/> <hr/>	<p><b>FORGET (“olvidarse de”) e.g</b> “Sometimes I forget to tidy up my room”</p> <hr/> <hr/>
<p><b>REMEMBER (recall a past action) e.g</b> “I remember locking the door”</p> <hr/> <hr/>	<p><b>REMEMBER (“acordarse de”) e.g</b> “Please, remember to lock the door”</p> <hr/> <hr/>
<p><b>REGRET (something done in the past) e.g</b> “I regret telling you my secret”</p> <hr/> <hr/>	<p><b>REGRET (what we are going to say) e.g</b> “We regret to tell you that your request was not accepted”</p> <hr/> <hr/>
<p><b>STOP (quit a habit) e.g</b> “He stopped eating junk food after his heart attack”</p> <hr/> <hr/>	<p><b>STOP (make a break to start a different activity) e.g</b> “Can we stop to go to the toilet?”</p> <hr/> <hr/>
<p><b>General context (like, love, hate, prefer) e.g</b> “I like listening to music”</p> <hr/> <hr/>	<p><b>Specific context (like, love, hate, prefer) e.g</b> “I like to see you by my side when I am sad”</p> <hr/> <hr/>

Figure 4: Exercise 3. LANGUAGE WORK II

This fact supposed more difficulty to maintain the essence of the aims in this proposal of shaping a non-conventional Didactic Unit. However, this has been considered a challenge which has been overcome by means of effort, revision and self creativity

## 5. Didactic Unit

### Didactic Unit: ENGLISH LEARNING THROUGH LITERATURE

LEVEL: 4rt year of Bachillerato in a secondary school

SUBJECT: English

TIMING: 3 sessions

**Description of the task:** to learn English through literature, specifically through 3 different models which are the linguistic model, the cultural model and the personal growth model.

The main purpose of this proposal is to make the students acquire English knowledge and skills through the three different competences that can be exploited by means of Literature, which is the protagonist in this DU. The work selected for this purpose and on which the readings and the activities are based is *Animal Farm* by George Orwell. The implementation of this plan would provide both direct and indirect results which will illustrate the workability of the plan. The purpose of combining authentic literature and language lessons is to contribute to the task of proving the feasibility of a literature based lesson plan and searching for the possible benefits of introducing literature within educational contexts.

Besides, the sessions should also be appealing for the students. For that purpose it has been essential to be especially careful when selecting the excerpts that were going to be used in every session be triggering the students not just encouraging them to perform the provided activities but to continue reading and to know more about the book. In addition, different sources, including ICT, have been incorporated in the program of the sessions in order to turn them into something more dynamic and original and also to keep learners motivated, which is considered essential in the educational process. Some other sources have been boosting their creativity not only through words but through drawings and

also giving the learners the opportunity to write about topics as for instance falsehood/lie.

Furthermore, the patterns that the sessions are going to follow as well as the tasks' performance will be varied. Meanwhile in some tasks the students will have to work individually, in some others they will have to collaborate with classmates in small groups. It should be said that the figure of the teacher will be essential in terms of guiding the lesson, controlling the timing and maintaining the students focused on the task among others.

### 5.1 Session 1

STRUCTURE OF THE SESSION		LEARNING MANAGEMENT IN THE CLASSROOM				
ACTIVITIES	EXERCISES	CLASSROOM TASK		SESSI ONS (55 MINU TES)	DIDACTIC MATERIAL AND RESOURCES	GROUP ORGANISATION
		STUDENTS	TEACHER			
DEVELOPMENT.		To familiarize and be able to answer on specific content from a literature excerpt from <i>Animal Farm</i>	To explain the students the purpose of the model	1 sessio n	-Worksheets provided by the teacher  -Audiovisual material from the internet (a projector and a laptop will be needed)  -Whiteboard	Groups of 4 people (occasionally they will have to work individually)
During the session, the book is going to be presented through the first excerpt. Once the students have familiarized with the book, activities on content and vocabulary will be developed. Also a revision on a grammatical point (gerund vs infinitive) will be done at the end of the session	-Carefully read the first excerpt.  -Read and carry out the vocabulary activities that are presented in exercises 1 and 2.  - Read and carry out the last exercise devoted to grammar by fulfilling the provided chart.	To learn new words which have been extracted from the excerpt  To reflect upon grammatical structures and to be able to locate examples attending to the given information	To introduce <i>Animal Farm</i> , its context, to the students  To teach new vocabulary  To refresh and also explain again if necessary some grammatical points (gerund vs infinitive uses)			

CONCRECIÓN CURRICULAR DE LA TAREA					EVALUACIÓN	
CONTENIDOS	CRITERIOS DE EVALUACIÓN	INDICADORES DE LOGRO/ ESTÁNDARES	CCLV	ACTIVIDADES	PRUEBAS/ INSTRUMENTOS	CALIFICACIÓN %
Identificación del tipo textual. Formulación de hipótesis sobre el contenido y contexto.	4º PLE.BL3.1. Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.	4º PLE.BL3.1.1 Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia.	CL CAA CCEC	TODA LA TAREA	Prueba: A lo largo de la sesión, los alumnos deberán tratar de comprender el contenido del fragmento así como de contextualizar. Se valorará el interés del alumnado por conseguir dicha tarea (esfuerzo por lograr la comprensión mediante la formulación de preguntas, demanda de aclaraciones, etc).  Procedimiento: Comprensión escrita del fragmento proporcionado en el modelo  Instrumento: Observación	20%
		4º PLE.BL3.1.5 Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.	CL CAA CCEC			
		4º PLE.BL3.1.7 Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede	CL CAA CCEC			

		seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.				
<p>Estrategias de producción:</p> <p>Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea.</p> <p>Localizar y usar adecuadamente recursos lingüísticos o temáticos.</p> <p>Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>Apoyarse en y sacar el máximo partido de conocimientos previos.</p>	<p>4º PLE.BL4</p> <p>Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.</p> <p>Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. rephraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.</p>	<p>4º PLE.BL4.3 Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés</p>	CL CAA CCEC	Actividad 3	<p>Prueba: Cumplimentar la tabla de gramática de forma razonada a partir de los ejemplos, insertando formas gramaticales encontradas en el fragmento del modelo</p> <p>Procedimiento: Cumplimentación de los diferentes recuadros de la tabla atendiendo a las diferentes reglas gramaticales que rigen ambos tiempos. Para ello los alumnos cuentan con la ayuda de 1 ejemplo por cada uso.</p> <p>Instrumento: Rúbrica 1</p>	80%
		<p>4º PLE.BL4.4 Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta.</p>	CL CAA CCEC			
		<p>4º PLE.BL4.5 convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual, describiendo brevemente situaciones; lugares, narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones</p>	CL CAA CCEC			

5.2 Session 2

STRUCTURE OF THE SESSION		LEARNING MANAGEMENT IN THE CLASSROOM				
ACTIVITIES	EXERCISES	CLASSROOM TASK		SESSIONS (55 MINUTES)	DIDACTIC MATERIAL AND RESOURCES	GROUP ORGANISATION
		STUDENTS	TEACHER			
DEVELOPMENT.		To learn history through a literature activity and in English	To explain the students the purpose of the model	1 session	-Worksheets provided by the teacher  -Audiovisual material from the internet (a projector and a laptop will be needed)  -Whiteboard	Groups of 4 people (occasionally they will have to work individually)
In this session the teacher plays a video to the students in which the Russian Revolution is explained. The students can familiarize themselves with the context of the book after reading the second excerpt.  They can also be able to establish similarities between the actual period of history and the events that the book describes.	-Carefully listen and watch the video and take notes on the most relevant points  -Establish similarities between the period of the history and the book narration	To develop critical and analysis skills and to transport information from one channel to another (from audiovisual to written channel).	To provide the students the context  To teach the students how to develop critical and analysis skills on a literature excerpt and how to be able to transport information and establish comparisons			

CONCRECIÓN CURRICULAR DE LA TAREA					EVALUACIÓN	
CONTENIDOS	CRITERIOS DE EVALUACIÓN	INDICADORES DE LOGRO/ ESTÁNDARES	CCLV	ACTIVIDADES	PRUEBAS/ INSTRUMENTOS	CALIFICACIÓN %
Identificación del tipo textual. Formulación de hipótesis sobre el contenido y contexto.	4° PLE.BL3.1. Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.	4° PLE.BL3.1.1 Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia.	CL CAA CCEC	TODALA TAREA	Prueba: A lo largo de la sesión, los alumnos deberán tratar de comprender el contenido del fragmento así como de contextualizar. Se valorará el interés del alumnado por conseguir dicha tarea (esfuerzo por lograr la comprensión mediante la formulación de preguntas, demanda de aclaraciones, etc).  Procedimiento: Comprensión escrita del fragmento proporcionado en el modelo  Instrumento: Observación	20%
		4° PLE.BL3.1.5 Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.	CL CAA CCEC			
		4° PLE.BL3.1.7 Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.	CL CAA CCEC			
Estrategias de producción:	4° PLE.BL4 Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés	4° PLE.BL4.4 Escribe notas, anuncios, mensajes y comentarios breves, en cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le	CL CAA CCEC	Actividad 2	Prueba: producción textual escrita elaborada en la que los alumnos respondan correctamente a las	80%



<p>Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea.</p> <p>Localizar y usar adecuadamente recursos lingüísticos o temáticos.</p> <p>Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>Apoyarse en y sacar el máximo partido de conocimientos previos.</p> <p>Establecimiento y mantenimiento de la comunicación y organización del discurso.</p>	<p>personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.</p> <p>Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. rephraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.</p> <p>Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.</p>	<p>resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta</p>		<p>preguntas propuestas en la actividad, siendo capaces así de relacionar contenidos. En este caso los alumnos deberán relacionar contenidos del fragmento con contenidos del vídeo.</p> <p>Procedimiento: Responder a las cuatro preguntas que se plantean en el ejercicio de forma razonada, atendiendo a lo que se pide en el enunciado.</p> <p>Instrumento: Rúbrica 2</p>	
		<p>4º PLE.BL4.5 Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.</p>	<p>CL CAA CCEC</p>		
		<p>4º PLE.BL4.6 Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.</p>	<p>CL CAA CCEC</p>		

5.3 Session 3

STRUCTURE OF THE SESSION		LEARNING MANAGEMENT IN THE CLASSROOM				
ACTIVITIES	EXERCISES	CLASSROOM TASK		SESSIONS (55 MINUTES)	DIDACTIC MATERIAL AND RESOURCES	GROUP ORGANISATION
		STUDENTS	TEACHER			
DEVELOPMENT.		-The students will have to reflect upon a literary excerpt which presents a controversial situation. They will also have to decide in which "side" they locate themselves	The teacher provokes critical thought on the students and guides them to a situation in which they simulate to decide "what they want to be"	1 session	-Worksheets provided by the teacher  -Audio-visual material from the internet (a projector and a laptop will be needed)	The students will remain in groups so the organisation of the class will not change but they will do the activities INDIVIDUALLY
In the present session the teacher provides the third excerpt to the students. The students will develop two personal growth activities:  Develop their creativity through a dynamic activity  Reflect upon and write about abstract concepts (lies)	-Critically answer to questions related to the content of the excerpt in a creative way.  -Critically develop their thoughts on a specific abstract concept (lies)	-The students will learn to be critical about a situation of injustice and manipulation and to express their personal opinion on abstract concepts such as "the lie", "the truth", etc.	The teacher guides an individual reflection on lies but also on truth, manipulation and self-position towards this situations and concepts			

CONCRECIÓN CURRICULAR DE LA TAREA					EVALUACIÓN	
CONTENIDOS	CRITERIOS DE EVALUACIÓN	INDICADORES DE LOGRO/ ESTÁNDARES	CCLV	ACTIVIDADES	PRUEBAS/ INSTRUMENTOS	CALIFICACIÓN
Identificación del tipo textual. Formulación de hipótesis sobre el contenido y contexto.	4° PLE.BL3.1. Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves o de longitud media y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos o menos habituales, de temas de interés o relevantes para los propios estudios, ocupación o trabajo y que contengan estructuras y un léxico de uso común, tanto de carácter general como más específico.	4° PLE.BL3.1.1 Identifica información relevante en instrucciones detalladas sobre el uso de aparatos, dispositivos o programas informáticos, y sobre la realización de actividades y normas de seguridad o de convivencia.	CL CAA CCEC	TODA LA TAREA	Prueba: A lo largo de la sesión, los alumnos deberán tratar de comprender el contenido del fragmento así como de contextualizar. Se valorará el interés del alumnado por conseguir dicha tarea (esfuerzo por lograr la comprensión mediante la formulación de preguntas, demanda de aclaraciones, etc).  Procedimiento: Comprensión escrita del fragmento proporcionado en el modelo  Instrumento: Observación	20%
		4° PLE.BL3.1.5 Localiza con facilidad información específica de carácter concreto en textos periodísticos en cualquier soporte, bien estructurados y de extensión media, tales como noticias glosadas; reconoce ideas significativas de artículos divulgativos sencillos, e identifica las conclusiones principales en textos de carácter claramente argumentativo, siempre que pueda releer las secciones difíciles.	CL CAA CCEC			
		4° PLE.BL3.1.7 Comprende los aspectos generales y los detalles más relevantes de textos de ficción y textos literarios contemporáneos breves, bien estructurados y en una variante estándar de la lengua, en los que el argumento es lineal y puede seguirse sin dificultad, y los personajes y sus relaciones se describen de manera clara y sencilla.	CL CAA CCEC			
Estrategias de producción:	4° PLE.BL4 Escribir, en papel o en soporte electrónico,	4° PLE.BL4.4 Escribe notas, anuncios, mensajes y comentarios breves, en	CL CAA	Actividad 1 y Actividad	Prueba: producción gráfica y expresión escrita sobre la	80%

<p>Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea.</p> <p>Localizar y usar adecuadamente recursos lingüísticos o temáticos.</p> <p>Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.</p> <p>Apoyarse en y sacar el máximo partido de conocimientos previos.</p> <p>Establecimiento y mantenimiento de la comunicación y organización del discurso.</p> <p>Expresión de interés, aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa y sus contrarios.</p>	<p>textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión, las convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.</p> <p>Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. rephraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos.</p> <p>Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.</p>	<p>cualquier soporte, en los que solicita y transmite información y opiniones sencillas y en los que resalta los aspectos que le resultan importantes (p. e. en una página Web o una revista juveniles, o dirigidos a un profesor o profesora o un compañero), respetando las convenciones y normas de cortesía y de la netiqueta</p>	CCEC	2	<p>opinión del alumnado sobre un tema en concreto</p> <p>Procedimiento: Proporcionar una respuesta mediante la cual el alumno exprese de forma coherente su postura/ opinión con respecto a los temas propuestos</p> <p>Instrumento: Rúbrica 3</p>	
		<p>4º PLE.BL4.5 Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara secuencia lineal, y explicando de manera sencilla los motivos de ciertas acciones.</p>	CL CAA CCEC			
		<p>4º PLE.BL4.6 Escribe correspondencia personal y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; narra, de forma lineal y coherente, hechos relacionados con su ámbito de interés, actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones, un acontecimiento importante, un libro, una película), o hechos imaginarios; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos.</p>	CL CAA CCEC			

## **6. Description of the DU's implementation**

The following subsections will be devoted to the description of how the model was implemented in the classroom, which took place in April 2018, specifically on Monday the 1st, Tuesday the 2nd and Wednesday the 3rd. The sections will consist of a detailed description of the implementation, including the development of the exercises and its timing, the debates, questions and doubts that the excerpts and the exercises have been arising among the students.

### *6.1 Session 1: LINGUISTIC MODEL*

After a ten-minute talk by the course tutor in which he informed the students about other important information on the subject, the session initiated with a short reading of the Linguistic Model excerpt which can be found included in Appendix I all together with the activities on the fragment. The students were politely requested to volunteer and read the excerpt. Once the three volunteers finished reading the excerpt, the students proceeded to carry out exercise one in which the students had to guess about the excerpt content and contextualisation. On the same lines, after listening to some volunteer answers, the group was asked about their familiarity - or lack of familiarity with the book. In this way, after some clarifications and corrections, the book was presented to the group. Some of the students, specifically Joel and Laura, already knew the story and also pointed out some facts of the book that seemed to be relevant for them.

Thereafter, the group proceeded to carry out exercises 2, 3 and 4. These were vocabulary exercises that had different formats. In the first exercise the students had to rephrase a sentence from the excerpt. In the second one the students had to choose the correct answer. In the third exercise the students had to define a term with their own words. Through the process, the students also debated the meaning of the different concepts and provided definitions or approximations not just to the requested terms but also to some other terms involved in the different activities. The students managed to execute these activities in a short period of time that lasted 20 minutes approximately. Although some of them knew the meaning of most of the words, some others did not. However this was not problematic since the students who knew the words explained them to their classmates or corrected them when they provided wrong answers.

To end up the lesson, the students were asked to carry out the last exercise of the model. The activity consisted of a grammatical exercise in which the students had to locate the different verb forms from the text in the different columns, attending to the different criteria that categorises infinitives and gerunds. To do so, the students were given different illustrative examples in the different boxes so it was easy for them to establish the connections and therefore to understand the grammatical rules. The exercise took some time to be started since at first it seemed a bit complicated for them. By means of volunteering, the students came to the front part of the classroom and filled the boxes in the blackboard that had been previously prepared. Although we had no time to correct the full exercise, we almost covered half of it. Before leaving the class, the students were requested to finish the exercise at home since it was supposed to be corrected by the start of the next session and then collected by the teacher.

### *6.2 Session 2: CULTURAL MODEL*

Similarly to what happened in session 1, the lesson started with the reading. Voluntarily, three students proceeded to read the text for the rest of the class, who quietly followed the reading in their own handouts (handouts that can be found at the end of this presentation, specifically within Appendix II) Once the reading was done, the students were asked about the excerpt. More specifically the students were asked about what was happening in the excerpt, about the different characters and about their roles among others. The reading and the debate that the questions generated took about 15 minutes.

Secondly, the class was requested to start with the activities. To do so, the video included in exercise 1 was played so they were able to continue with the task. Once the video was played (2 times), the group was asked to reflect upon the video and share their thoughts about the main ideas according to them. Once they had provided their answers and discussed them, the transcript of the video was also handed to them. Then the group was given some more time to create their own schemes or summaries of the video. Thereafter, questions in exercise 2 were read and formulated so that the students could start writing down their answers in the following minutes.

To conclude the session- only when the exercises were done by the group, exercise 2 was corrected. The methodology that was followed for the correction was asking the students about their responses and correcting or completing the answers when needed. The students were really participative in the process since they were familiar (some more than others) with the

historical period to which the action in the excerpt makes reference. The students told me that they were being taught that specific historical period in the history subject at that time. Once the questions were groupally corrected the students shared their thoughts on the historical and cultural references that the book makes and how they are portrayed in the reading. Before the students left the class, they were asked to hand their answer sheets to me so that a feedback on the proposal could be collected and therefore some physical results could be drawn out of it. Even though some of them kept their sheets, most of the classroom collaborated and handed the papers.

### *6.3 Session 3: PERSONAL GROWTH MODEL*

The last session was devoted to the personal growth model. The group was already familiar with the format of the model and the activities included in the handouts (which can be found included in Appendix III) , that is why this session went by very smoothly and the students made good progress. The first thing the group did was listening to three classmates read the excerpt for them all. Then, due to the characteristics of the text and the activities, the students were advised to re-read the text on their own in order to ensure a full understanding of its content.

Secondly, the group was requested to do exercise 1. It consisted of a short exercise in which the students had to combine their drawing and expression skills. It took only a few minutes for the students to do exercise 1. Once it was done, some volunteers were asked to re-draw their answers in the blackboard for the rest of the group and explain their choice. This part of the lesson turned out to be amusing for the students who had no inconvenience in showing their drawings and sharing their justifications with their classmates. In addition, the students seemed to be very concerned about their friends' choices and asked about them, which lead to a short talk/debate.

Thereafter, the students were suggested to move on to exercise 2. The group was given 15 minutes to read and answer the questions in the exercise and therefore create a short opinion essay on the topic. Once the group finished the task, some of the pupils volunteered to share their answers with the rest of the group. Even though there was no correct answer for such a subjective writing request, the students reflected upon morality and their own experience in life regarding the topic. Afterwards, the students handed their papers so they could be included in the results of the approach.

## **7. Observation and assessment**

With regard to the achievement of the objectives it could be said that the balance and the general results have been satisfactory. After the sessions the students have been gaining expertise on the book. Through the DU, the students have gradually familiarised themselves with the new vocabulary and with the structures and concepts that have been appearing in the excerpts and in the activities. In addition, they have been retaining information with regard to the historical and cultural context in which the action takes place. Furthermore, they have been able to reflect upon everyday life situations and the personal growth that they entail. All this results will be illustrated in the charts below in this section.

In is important to point out the fact that through these activities, the students have been able to exercise the skills from the different educative competences that can be found within the curriculum. Although within the curricular basic competence we would be able to find seven of them - thus being Learning to Learn Competence, Social and Civil Competence, Mathematical Competence and basic Competence in Science and Technology, Sense of Initiative and Entrepreneurship, Cultural Awareness and Expression and Linguistic competence – as can be appreciated in the charts above, this study has focused on the improvement of the skills related to the last two competences. In order to facilitate an effective acquisition of the competences and its efficient integration in the curriculum, activities have been carefully configured in order to allow the students' progress towards the learning results in more than a competence at a time. On the one hand, with regard to the Cultural Awareness and Expression Competence (and according to Ministerio de Educación, Cultura y Deporte) the students have exercised abilities such as to know, to understand, to appreciate and to value the different cultural and artistic manifestations always maintaining a critical spirit. The cultural competence also implies training how to use the different cultural manifestations as a source of enrichment and personal delight and considering them as part of the wealth and heritage of the different peoples. On the other hand, through the Linguistic Competence, individuals have exercised their skills to interact with other speakers through texts.

The extent to which the objectives have been accomplished has been measured according to different criteria. With regard to the different activities that the students have carried out during the three sessions (oral and written, individual and collective) and the results that have



been extracted out of the different notes that have been taken during the sessions and also the works that the students were requested to hand, the students are classified in different “states” depending on their work on the exercises. The results can be appreciated in the charts below.

Out of the class participation it could be said that the motivational aims have been generally accomplished since the students have been participating actively in the sessions (all students except one). This verdict can be drawn out of the students showing their interest towards what was being explained by means of questions, clarification requests, comments, debates and corrections to other classmates. In addition, the oral activities that were carried out by means of debates or blackboard activities, have shown the progress that the students have individually and as a group experienced regarding the content. The students have been able to transmit information, knowledge or skills from former sessions to future ones and apply this to improve and to successfully execute the activities.

From the results (see evidence in appendix V) that can be examined out of the written activities that they have handed, more exact and specific conclusions can be extracted:

\*The number of students enrolled in the different activities varies since:

- Although they are supposed to do so, not every single student remembers to hand the paper to the teacher once the activity is finished. In other words, students do “stray” their handouts sometimes.
- Not all students are in the class at the same time since the School has conversation groups for language learning purposes happening at the time the lesson takes place. Some students may leave the classroom in groups of 4 in order to go with teacher Ryan who teaches the students how to properly speak English (pronunciation, fluency, etc)
- Some students may not be in the School due to personal reasons

### Linguistic model (Exercise 3)

The chart below shows the results that have been extracted after analysing the linguistic model 23 handouts that the students handed back to the teacher once the session was finished. Specifically, the results have been extracted from the Exercise 3 that can be found within this model, as can be appreciated in appendix I. The rubric attempts to get results out of the study of the students’ motivation when carrying out the activities, their willingness to perform the

requirements of the exercises, the level of independence in which the students are placed when they perform the task and correctness of the answers that they provide to the exercise number 3. In appendix V, an illustrative example of one of the students' performance can be found as an evidence.

State	Definition	Number of students	Percentage
<b>Ineffective</b>	The student is not able to do the exercise due to: not being able to understand what is required, not being motivated to do so, etc.	1/23	4,34 %
<b>Developing</b>	The student is able to do the exercise with help from the teacher or from other classmates. By the time the lesson comes to its end, the student has answered less than 50%	6/23	26,08 %
<b>Effective</b>	The student independently does the exercise. The pace is OK and at the end of the lesson they have answered more than 50% of the questions. However, its work still needs correction.	14/23	60,86 %
<b>Highly effective</b>	The student manages to provide correct answers for all the questions.	2/23	8,69 %

Table 1: Linguistic model (Exercise 3)

#### Cultural model (Exercise 2)

The chart below shows the results that have been extracted after analysing the 18 handouts that the students handed back to the teacher one the session was finished. One of these 18 handouts has been included as an evidence in appendix V. The rubric attempts to get results out of the students' motivation when carrying out the activities, their willingness to perform the requirements of the exercises, the level of independence in which the students are placed when they perform the task and correctness of the answers that they provide to the exercises.

State	Definition	Number of students	Percentage
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<b>Ineffective</b>	The student is not able to do the exercise due to: not being able to understand what is required, not being motivated to do so, etc.	0/18	0%
<b>Developing</b>	The student is able to do the exercise with help from the teacher or from other classmates / The student answers less than 50 % of the questions	2/18	11,11 %
<b>Effective</b>	The student independently does the exercise. However its work still needs correction and the answers are incomplete.	6/18	33,33%
<b>Highly effective</b>	The student manages to provide correct and complete answers for all the questions.	10/18	55,55 %

Table 2: Cultural model (Exercise 2)

P. Growth model (Exercise 1 & 2)

The chart below shows the results that have been extracted after analysing the 19 handouts that the students handed back to the teacher one the session was finished. The rubric attempts to provide results regarding the students' motivation and trust towards the audience (teacher) when providing answers involving feelings and personal appreciations of life issues. As an evidence of this analysis, one of these 19 handouts has been included in appendix V

<b>Level</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Definition</b>	The student feels motivated and comfortable when answering and provides a response to both of the exercises.	The student does not feel fully motivated or does not feel secure enough to share their responses with his/her classmates, that is why the answers are poor.	The student does not feel motivated at all and does not share a single word.
<b>Number of students</b>	15/19	3/19	1/19
<b>Percentage</b>	78,94 %	15,78 %	5,26 %

Table 3: P. Growth model (Exercise 1 & 2)

Although there are some exceptions in the different charts, the general results that can be extracted after examining one exercise from each model are satisfactory for the study. From chart n1 and chart n 2 (the ones referring to the linguistic and the cultural model) we could

say that the results were definitely satisfying since most of the students are considered to be effective or highly effective.

With respect to the results from Linguistic Model Exercise 3 the students felt motivated enough to keep working on the activity until the end of the session, asking for clarifications when needed. This activity seemed to be the most difficult in the DU. It was included in the first session, fact that could “frighten” the group since it could be classified as a difficult focused task in which the students had to provide examples for different grammar tenses even though the grammar points had only been explained to them one time. Even though not all of them could work independently nor be excellent with regard to correctness, most of them (60,86 %) were effective and showed their interest towards the activity.

Regarding the results extracted from Cultural Model Exercise 2, the results could be qualified as good. This task was a cultural task that required the students’ effort in connecting history passages or facts to the excerpt. The percentage of students that needed help from the teacher or from the other students is lower than in the previous exercise. However, most of the students, specifically a percentage of the 55,55% of the students in the group, turn out to be highly effective and manage to provide correct and complete answers to the 4 questions that the activity consisted of, as can be appreciated in the Appendix II by the end of the present document. The activity seemed to be appealing to the group and generated debate among some of the students, who discussed the answers and reflected upon the different terms involved in the excerpt, trying to be as correct as possible.

With reference to the last chart, the results are also positive. However, attending to the characteristics of the exercise, this chart focuses more on measuring the students’ motivation towards the activity and their willingness to trust other people and share their answer. Even though some of them do not seem to feel motivated at all or do not feel motivated or secure enough to share their answers, most of the students do. Fifteen out of nineteen students, found the activity appealing and shared their drawing and their reflections upon life (specifically upon the value of the abstract concept of truth”) to the teacher and even volunteered in the class to correct the exercises orally for the rest of the group.

## **8. Suggestions for improvement**

As a very important part of this proposal, in this section some suggestions for improvement will be commented as a result of the possible conclusions that can be extracted from the obtained results. In addition, some further recommendations will be also included in this section so that these problematic points can be avoided in further research.

The first aspect from the proposal that could be improved would be the conventionality of some of the activities included in the different models. Although there are some major reasons that may have caused this unfortunate inconvenience, the conventionality of some exercises could have been avoided. In order to prevent this inconvenience from happening in further experiences, the first step would be establishing better communication ways with the host school or centre. An earlier contact in which the intentions of both parts (the home school tutor and the trainee teacher) were established would allow the trainee teacher to anticipate to the major requirements. This anticipation would enable the trainee teacher to consider the tutor's prerequisites and demands and therefore configure a DU which contemplates these aspects and which is also original and unconventional. Another step would be studying the availability of resources that the centre offers and exploit their full potential. This would help the trainee teacher to unleash its creativity and therefore be able to design activities that would then be more appealing to the students.

The second aspect from the proposal that could be improved and which would provide more reliability to the project would be the scope. Although the results are quite illustrative and some data can be extracted out of them, a wider scope would allow us to have access to a bigger amount of data. In other words, the results have been extracted out of a plan that has been implemented in just one group, at one particular high school, all of them having specific characteristics, that is why the study is very limited. Therefore, the fact of not being able to implement the planning in other than the 4th ESO B group in Colegio Mater Dei (Castellon) disables any chance of comparing results from different groups and from drawing more valuable and determining conclusions out of them. In order to carry out this suggestion, there are many things that could be done. However, one of the most interesting ways from the investigation perspective would be doing a collaborative program in which the same proposal was implemented in different groups, from different high schools and with different specific circumstances which at the same time was compared to other groups who learn the same concepts in a more traditional way (students learning the same concepts through a non literature based proposal).

Furthermore, although some audiovisual material has been included in the lesson plan and some other electronic devices such as projectors or electronic boards have been used during the sessions, it is important to reflect upon the lack of ICTs in the planning. The present proposal is based on Literature, however this fact can not prevent the teacher from introducing some ICT tools as for example Trivinet as a final activity for the proposal in which the students will have to face some trivia questions on the different aspects of the language, concepts and expressions that they had been learning throughout the models. Another way of introducing ICTs in the planning would be the introduction of a Pixton proposal through which the students would be able for example to “re-shape” one of the excerpts into an online comic.

## **9. Conclusions**

All things considered, this proposal has showed an approximation to a literature-based educational plan for students in their last year of ESO. Through this educational plan, the students have been encouraged to learn English as a foreign language in a non traditional way. For that purpose, the plan has combined three different models (linguistic model, cultural model and personal growth model) in which the students have worked on varied activities based on an specific illustrative excerpt of George Orwell’s *Animal Farm*.

To begin with, it is important to recall the main purpose of this DU which would be proving the feasibility of a literature based lesson plan for English learners as a FL, specifically for Spanish learners of English in a foreign country. Furthermore, this proposal also aimed to gather some results in order to illustrate the possible benefits that this program could bring.

As it could be checked in the observation and assessment section - which is devoted to show and reflect upon the different evaluation tools that have been used in the plan and upon the results that can be drawn out of the gathered data - the balance of this implementation is definitely positive. The different tables which measure effectiveness in the task performance and motivation have shown satisfactory results. Among others, the structure of the academic year, the tutor requirements, the briefness of the implementation and the specific characteristics of the group of students, guide us to a situation in which the results should not be extrapolated since it would not be considered realistic.

Despite these limitations, the study has resulted to be satisfactory also with regard to the extra linguistic issues. As the sessions went by, the students familiarised themselves more and more with the book; with the plot, with the characters, with the historical context, etc. This has allowed them to understand the activities as unfocused tasks in which they have not had to focus exclusively in using language but in other aspects, to read the excerpts paying more attention to the content and to develop their skills of inferring the meaning of complicated words out of the context. In addition, the students have shown their interest in expressing their opinions on the different topics that the debates have generated in the three sessions.

To conclude this section and the present paper, I would like to recall Vargas Llosa's acceptance speech of the Nobel Prize and highlight some of its lines. These words led me to reflect upon literature and what really makes me passionate about it, the presence of literature within the educational processes and the reasons that have led me to choose literature as the key tool for this proposal.

**“[...]Without fictions we would be less aware of the importance of freedom for life to be livable, the hell it turns into when it is trampled underfoot by a tyrant, an ideology, or a religion. [...]” (Mario Vargas Llosa)**

Literature can be a powerful tool to awaken young people from its lethargy and encourage them to be passionate about their beliefs and to break the barriers that ideologies and religions build between them. Through literature-based lesson plans we would be able to approach students to a literary world and contribute to the literacy process as well as to give the students the chance to develop their critical consciousness.

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## 11. Appendices

### APPENDIX I (session 1)

#### English learning through literature

#### Linguistic activities on *Animal Farm* by George Orwell

#### 4th year ESO - Colegio Mater Dei

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“Nevertheless, they were both thoroughly frightened by the rebellion on Animal Farm, and very anxious to prevent their own animals from learning too much about it. At first they pretended to laugh to scorn the idea of animals managing a farm for themselves. The whole thing would be over in a fortnight, they said. They put it about that the animals on the Manor Farm (they insisted on calling it the Manor Farm; they would not tolerate the name "Animal Farm") were perpetually fighting among themselves and were also rapidly starving to death. When time passed and the animals had evidently not starved to death, Frederick and Pilkington changed their tune and began to talk of the terrible wickedness that now flourished on Animal Farm. It was given out that the animals there practised cannibalism, tortured one another with red-hot horseshoes, and had their females in common. This was what came of rebellng against the laws of Nature, Frederick and Pilkington said.”

George Orwell, *Animal Farm*, Chapter IV (p 12-14)

#### **Exercise 1: COMPREHENSION**

Read the excerpt individually. In a separate sheet, try to figure out the context of the excerpt by answering the following questions: What happened before the fragment? What is happening within the fragment? What is going to happen after the fragment?

#### **Exercise 2. VOCABULARY IN CONTEXT**

1. Have a look at the statement “At first they pretended to laugh to scorn the idea of animals managing a farm for themselves” in the second and third lines. Try to rephrase it by using your own words.
2. A “fortnight” is a unit of time equal to:
  - a) 15 days
  - b) Two days
  - c) Two months
3. Which of the following words does NOT mean the same as “starving”

deprived	hungry	malnourished	stuffed	craving
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4. What does “wickedness” mean?

**Exercise 3. LANGUAGE WORK**

Read the excerpt again. By using two different colors, locate and underline examples of verbs in Infinitive (to) and in Gerund (-ing). With the help of your group partners, put the examples in the correct box of the following table attending to the circumstances in which example has been found. Then, provide your own examples for those boxes which are still empty.

<u>Gerund (-ing)</u>	<u>VS</u>	<u>Infinitive (to)</u>
<b>Subject (general facts)</b> e.g “Smoking is unhealthy” <hr/> <hr/>		<b>Subject (specific case)</b> e.g “To smoke in front of children is not a good example” <hr/> <hr/>
<b>Direct object after verbs</b> e.g “I continued doing homework” <hr/> <hr/>		<b>After verbs such as agree, decide, hope, manage, refuse, etc</b> e.g “We agreed to buy a new car” <hr/> <hr/>
<b>After verbal expressions</b> e.g “I can’t stand watching trash TV” <hr/> <hr/>		<b>After some adjectives as happy, tired, ready, willing, etc</b> e.g “I’m happy to see you” <hr/> <hr/>
<b>After prepositions</b> e.g “They are interested in buying a house” <hr/> <hr/>		<b>After indirect objects</b> e.g “They advised me to be on time” <hr/> <hr/>

<p><b>FORGET (Neg) e.g</b> “I don’t forget treating you badly”</p> <hr/> <hr/>		<p><b>FORGET (“olvidarse de”) e.g</b> “Sometimes I forget to tidy up my room”</p> <hr/> <hr/>
<p><b>REMEMBER (recall a past action) e.g</b> “I remember locking the door”</p> <hr/> <hr/>		<p><b>REMEMBER (“acordarse de”) e.g</b> “Please, remember to lock the door”</p> <hr/> <hr/>
<p><b>REGRET (something done in the past) e.g</b> “I regret telling you my secret”</p> <hr/> <hr/>		<p><b>REGRET (what we are going to say) e.g</b> “We regret to tell you that your request was not accepted”</p> <hr/> <hr/>
<p><b>STOP (quit a habit) e.g</b> “He stopped eating junk food after his heart attack”</p> <hr/> <hr/>		<p><b>STOP (make a break to start a different activity) e.g</b> “Can we stop to go to the toilet?”</p> <hr/> <hr/>
<p><b>General context (like, love, hate, prefer) e.g</b> “I like listening to music”</p> <hr/> <hr/>		<p><b>Specific context (like, love, hate, prefer) e.g</b> “I like to see you by my side when I am sad”</p> <hr/> <hr/>

**APPENDIX II (session 2)**

**English learning through literature  
 Cultural activities on *Animal Farm* by George Orwell  
 4th year ESO - Colegio Mater Dei**

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“Though not yet full-grown, they were huge dogs, and as fierce-looking as wolves. They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way as the other dogs had been used to do to Mr. Jones. Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech. He announced that from now on the Sunday-morning Meetings would come to an end. They were unnecessary, he said, and wasted time. In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself. These would meet in private and afterwards communicate their decisions to the others. The animals would still assemble on Sunday mornings to salute the flag, sing *Beasts of England*, and receive their orders for the week; but there would be no more debates.”

George Orwell, *Animal Farm*, Chapter V (p 14- 18)

### **Exercise 1: CONTEXTUALIZATION (pre-reading activity)**

Pay attention to the following video and take notes of the most relevant points. All together with your group partners (3-4 people) create a summary including them (the relevant points).

<https://www.youtube.com/watch?v=cOI8wKFCEIA&feature=youtu.be>

You can have a look at the provided video transcription in the event you need it!

### **Exercise 2: CULTURAL ACTIVITY**

Taking into consideration the information you and your partners have gathered, answer the following questions individually by using your own words. (Do not copy)

1. Can the dogs from the excerpt be compared to anyone involved in the Russian Revolution?
2. How does the following quote from the excerpt resemble the Soviet Union regime?  
“In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself”
3. What symbolism can be found after saluting the flag and singing “Beasts of England”?
4. Tell the major similarities between Napoleon from the excerpt and Stalin.

## **APPENDIX III (Session 3)**

### **English learning through literature**

### **Personal growth activities on *Animal Farm* by George Orwell**

### **4th year ESO - Colegio Mater Dei**

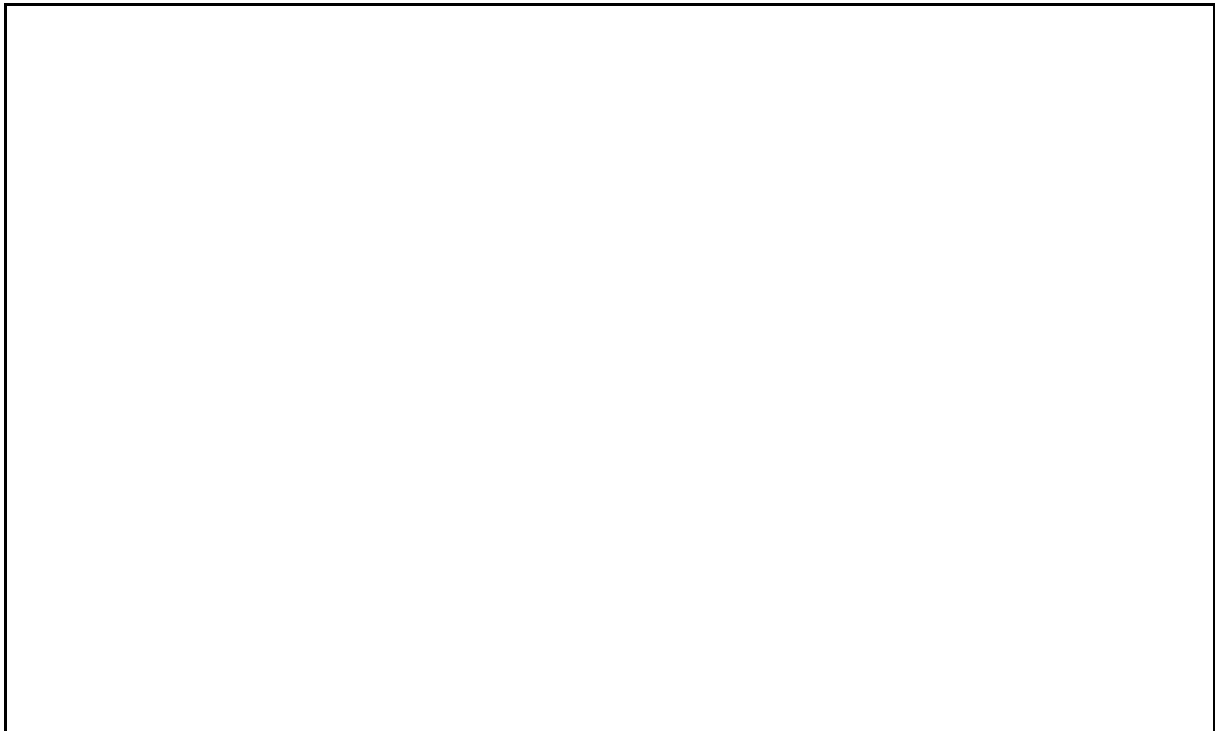
“Comrades!” he cried. “You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them

myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

George Orwell, *Animal Farm*, Chapter III (p 9-11)

### **Exercise 1: PERSONAL GROWTH ACTIVITY**

If you were one of the animals in the farm, what kind of animal would you be? Make a drawing and explain your choice in a few lines.



### **APPENDIX IV (Transcript of the YouTube video used in Session 2)**

“Joseph Stalin, leader of the Soviet Union 1878-1953. Joseph Stalin was born on December 18th 1878 in Gori, Georgia in the Russian Empire to a poor family at the age of 7 he called smallpox leaving him with a pockmarked face. Joseph ’s mother was a devout Russian, Orthodox Christian wanted him to become a priest. In 1895 she sent him to study in to Fleece the Georgian capital. However he started reading the writings of Karl Marx and Vladimir Lenin after joining a secret organization which wanted Georgian independence from Russia.

In 1901 he joined the Social Democratic Labour Party and organized protests and strikes for the revolutionary movement against Tsarism. A year later he was arrested for coordinating a strike and sent to prison. Stalin would join the Bolshevik Party and use guerilla warfare during the Russian Revolution of 1905. He impressed the party's leader Vladimir Lenin and his ability to organize meetings and strikes as well as his ruthless techniques to raise money for the party by kidnapping and robbery in 1907 he sold 250,000 rubles at a bank robbery into Fleece to fund the cause. Around this time he adopted the name Stalin which means steal in Russian or man of steel.

During the Russian Revolution in 1917 Stalin ran the Bolshevik newspaper Pravda. By October the revolution was over and the Bolsheviks were in control. A civil war then followed with a Bolshevik victory. In 1922 Stalin was appointed general secretary of the communist party and he manipulated his role so that he was in a powerful position. Lenin died in 1924 and it was assumed that Leon Trotsky would be the next leader but Stalin would make sure this wouldn't happen he had Trotsky and other threats to his future leadership removed from the Central Committee and exiled... Eventually Stalin was effectively dictator of the Soviet Union.

In the late 1920s Stalin would aim to turn the Soviet Union into a modernized industrialised country. And he wanted it done rapidly: he developed three five-year plans between 1928 and 1938. Coal, oil, steel and electricity production massively increased but workers who failed to achieve their ambitious targets for production were executed or sent to the gulags. He also introduced collectivization to increase food production seizing land originally given to the peasants and reorganizing it into collective farms. Mass famine was caused as a result and millions died. But Stalin saw this as a necessary evil to achieve the ambitions of his 5-year plans and transform the Soviet Union. As Stalin created a cult of personality through culture he became more paranoid. Everyone had to praise him and his portrait was everywhere from schools to factories. In 1934 Stalin had Party member Sergei Kirov killed because of the threat to his power. throughout the 30s Stalin purged Communist Party members in 81 of the 103 generals and admirals were executed in the Red Army.

Twenty million citizens in the Soviet Union were sent to the gulags or executed. In 1939 Stalin made a deal with Adolf Hitler and Nazi Germany. When Germany invaded the Soviet



Union in 1941. The Red Army was not prepared and suffered massive losses. It had helped that Stalin had purged many talented officers during the 30s. Stalin refused to leave Moscow as the German forces moved further east. In 1942 the Red Army at Stalingrad were told not to give the city to German forces and to defend it at all costs as the city bore Stalin's name. This was the turning point in pushing the Nazis back and soon the Red Army was liberating Eastern Europe all the way to Berlin! The Yalta and Potsdam conferences in 1945 between the Soviet Union, USA and Britain were tense. With the use of the atom bomb the Allies did not need the help of the Soviet Union in defeating Japan. Stalin felt betrayed and with the rivalry between the ideologies of capitalism and communism reignited he grew more suspicious and paranoid of the West. The Cold War had begun. East Berlin and Eastern Europe, which were occupied territories by the Soviet forces, were transformed into satellite states forming a bulwark between the Soviet Union and Stalin's former allies.

As his health deteriorated in the early 1950s and after an attempted assassination, Stalin's paranoia increased even to the doctors looking after him, which he had tortured two confessions of poisoning. He also ordered the head of the secret police, Lavrentiy Beria, to investigate a new purge of the Communist Party, panicking members of the Politburo into wondering if they would be executed. Before this could happen, Stalin died of a stroke on March 5th, 1953. At his funeral, huge crowds gathered to pay their respects and five hundred people were crushed as a result of people surging forward. After a power struggle over who would be the next leader of the Soviet Union from the inner circle, Nikita Khrushchev succeeded Stalin. While he was a Stalinist, he would denounce the dictator and reform Stalin's policies of terror and fear during a de-Stalinization process."

#### **APPENDIX V (Students' handouts)**

**English learning through literature**  
**Linguistic activities on *Animal Farm* by George Orwell**  
**4th year ESO - Colegio Mater Dei**

“Nevertheless, they were both thoroughly frightened by the rebellion on Animal Farm, and very anxious to prevent their own animals from learning too much about it. At first they pretended to laugh to scorn the idea of animals managing a farm for themselves. The whole thing would be over in a fortnight, they said. They put it about that the animals on the Manor Farm (they insisted on calling it the Manor Farm; they would not tolerate the name “Animal Farm”) were perpetually fighting among themselves and were also rapidly starving to death. When time passed and the animals had evidently not starved to death, Frederick and Pilkington changed their tune and began to talk of the terrible wickedness that now flourished on Animal Farm. It was given out that the animals there practised cannibalism, tortured one another with red-hot horseshoes, and had their females in common. This was what came of rebellious against the laws of Nature, Frederick and Pilkington said.”

George Orwell, *Animal Farm*, Chapter IV (p 12-14)

**Exercise 1: COMPREHENSION**

Read the excerpt individually. In a separate sheet, try to figure out the context of the excerpt by answering the following questions: What happened before the fragment? What is happening within the fragment? What is going to happen after the fragment?

**Exercise 2. VOCABULARY IN CONTEXT**

1. Have a look at the statement “At first they pretended to laugh to scorn the idea of animals managing a farm for themselves” in the second and third lines. Try to rephrase it by using your own words.

The idea of the animals managing a farm on their own was impossible so the animals laughed at it. good

2. A “fortnight” is a unit of time equal to:

- a) 15 days
- b) Two days
- c) Two months

3. Which of the following words does NOT mean the same as “starving”

deprived

hungry

malnourished

stuffed

craving

4. What does "wickedness" mean?

Wickedness means evil *Explain more!*

**Exercise 3. LANGUAGE WORK**

Read the excerpt again. By using two different colors, locate and underline examples of verbs in Infinitive (to) and in Gerund (-ing). With the help of your group partners, put the examples in the correct box of the following table attending to the circumstances in which example has been found. Then, provide your own examples for those boxes which are still empty.

<u>Gerund (-ing)</u>	<u>YS</u>	<u>Infinitive (to)</u>
<p><b>Subject (general facts)</b> e.g. "Smoking is unhealthy"</p> <p><del>_____</del> <del>_____</del></p>		<p><b>Subject (specific case)</b> e.g. "To smoke in front of children is not a good example"</p> <p><del>_____</del> <del>_____</del></p>
<p><b>Direct object after verbs</b> e.g. "I continued doing homework"</p> <p><del>_____</del> <del>_____</del></p>		<p><b>After verbs such as agree, decide, hope, manage, refuse, etc</b> e.g. "We agreed to buy a new car"</p> <p>"Pretended to laugh..."</p> <p>✓</p>
<p><b>After verbal expressions</b> e.g. "I can't stand watching trash TV"</p> <p>"Were perpetually fighting among themselves..."</p> <p>✓</p>		<p><b>After some adjectives as happy, tired, ready, willing, etc</b> e.g. "I'm happy to see you"</p> <p>"Anxious to prevent their own animals from leaving..."</p> <p>✓</p>
<p><b>After prepositions</b> e.g. "They are interested in buying a house"</p> <p>"Insisted on calling it the Manor Farm"</p> <p><del>_____</del></p>		<p><b>After indirect objects</b> e.g. "They advised me to be on time"</p> <p>"They pretended to laugh to scorn the idea of..."</p> <p>✓</p>

<p><b>FORGET (Neg)</b> e.g "I don't forget treating you badly"</p> <p><del>_____</del> <del>_____</del></p>	<p><b>FORGET ("olvidarse de")</b> e.g "Sometimes I forget to tidy up my room"</p> <p>I usually forget to make my bed ✓</p>
<p><b>REMEMBER (recall a past action)</b> e.g "I remember locking the door"</p> <p>I remember playing football with you yesterday ✓</p>	<p><b>REMEMBER ("acordarse de")</b> e.g "Please, remember to lock the door"</p> <p>María please remember to phone Paco ✓</p>
<p><b>REGRET (something done in the past)</b> e.g "I regret telling you my secret"</p> <p>I regret going to bed so late yesterday ✓</p>	<p><b>REGRET (what we are going to say)</b> e.g "We regret to tell you that your request was not accepted"</p> <p><del>_____</del> <del>_____</del></p>
<p><b>STOP (quit a habit)</b> e.g "He stopped eating junk food after his heart attack"</p> <p>I stopped playing videogames so much ✓</p>	<p><b>STOP (make a break to start a different activity)</b> e.g "Can we stop to go to the toilet?"</p> <p>I would like to stop to eat something</p>
<p><b>General context (like, love, hate, prefer)</b> e.g "I like listening to music"</p> <p>I love listening to heavy music.</p>	<p><b>Specific context (like, love, hate, prefer)</b> e.g "I like to see you by my side when I am sad"</p> <p>I prefer to eat chocolate when I'm sad</p>

Very Good

**English through literature**  
**Cultural activities on *Animal Farm* by George Orwell**  
**4th year ESO - Colegio Mater Dei**

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“Though not yet full-grown, they were huge dogs, and as fierce-looking as wolves. They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way as the other dogs had been used to do to Mr. Jones. Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech. He announced that from now on the Sunday-morning Meetings would come to an end. They were unnecessary, he said, and wasted time. In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself. These would meet in private and afterwards communicate their decisions to the others. The animals would still assemble on Sunday mornings to salute the flag, sing *Beasts of England*, and receive their orders for the week; but there would be no more debates.”

George Orwell, *Animal Farm*, Chapter V (p 14- 18)

**Exercise 1: CONTEXTUALIZATION (pre-reading activity)**

Pay attention to the following video and take notes of the most relevant points. All together with your group partners (3-4 people) create a summary including them (the relevant points).

<https://www.youtube.com/watch?v=cOISwKFCEIA&feature=youtu.be>

You can have a look at the provided video transcription in the event you need it!

**Exercise 2: CULTURAL ACTIVITY**

Taking into consideration the information you and your partners have gathered, answer the following questions individually by using your own words. (Do not copy)

1. Can the dogs from the excerpt be compared to anyone involved in the Russian Revolution?
2. How does the following quote from the excerpt resemble the Soviet Union regime?  
*“In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself”*
3. What symbolism can be found after saluting the flag and singing “Beasts of England”?
4. Tell the major similarities between Napoleon from the excerpt and Stalin.

## English through literature

### Exercise 2.

1. Can the dogs from the excerpt be compared to anyone involved in the Russian Revolution?

Dogs could be compared to the Red Army or Red Guard during 1917 revolution, as they are guardians of revolution's leader, and ~~they~~<sup>they</sup> "wage their tails" to him as Red Guards would salute Lenin. ✓

2. How does the following quote from the excerpt resemble the Soviet Union regime?

"In future all questions relating to the working of the farm would be settled by a special committee. Hee of pigs, presided over by himself."

As in USSR they had the "Gosplan", here, this assembly would do the same function: design farm's economy and ensure these plans are accomplished. ✓

This assembly wanted the farm to become self-sufficient, as Stalin wanted from Russia. <sup>Perfect!</sup> And they wanted to do it by themselves, without depending on anyone else. Just like Russia. ✓

3. What symbolism can be found after saluting the flag and singing "Beasts of England"?

I would say that beyond from saluting and singing there's the cult of personality that Stalin established over himself.

But, moreover, it wants to make us notice that animals were being introduced into a kind of patriotism, as in Russia occurred with the soviets.

4. Tell the major similarities between Napoleon from the excerpt and Stalin.

Napoleon would be Stalin's analogue.

He leads the farm as a dictator, concentrating all the powers over his person, as Stalin did.

He controls the economy in a <sup>communist</sup> way and rules without having into account what their <sup>conscience</sup> ~~conscience~~ say.

Very good

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English through literature  
Personal growth activities on *Animal Farm* by George Orwell  
4th year ESO - Colegio Mater Dei

egoísmo

"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

beneficio  
bienestar

George Orwell, *Animal Farm*, Chapter III (p 9-11)

deber

pleadingly = suplicante

Exercise 1: PERSONAL GROWTH ACTIVITY

If you were one of the animals in the farm, what kind of animal would you be? Make a drawing and explain your choice in a few lines.



I would be a sheep because this type of animal can live, eat ... without depending of another animal of the farm. Between them, they can get all the principal necessities + An There's another important aspect. Sheep are <sup>heads</sup> always in a group, so they don't feel alone any moment.

Very good!



### Exercise 2: PERSONAL GROWTH ACTIVITY

In the previous excerpt, Squealer (one of the pigs) is lying to the other animals in the farm in order to manipulate them and make them believe that it is OK that the pigs keep nearly all the food.

Do you usually tell lies and what do you think of them? Do you think are actually useful? What's your opinion of "half-truths"?... In a separate piece of paper, develop your thoughts and experience with lies in a short piece of writing. Remember to structure your essay by using the necessary paragraphs and also to provide arguments to support your idea.

When I was younger, I said more lies than I say now. I suppose it is because I've matured. In any case, I think lies are useful! Maybe in some cases, lies help you to not hurt <sup>the</sup> feelings of some one, but they don't have any <sup>good</sup> use.

On the other hand, I think "half-truths" continue being lies. I don't believe in "half-truths" because there are a part that is not true, so I can't trust them.

Sometimes make a decision about tell or not a white lie is very difficult. My mum, last week, was in the hospital because a little accident and she broke her leg. My dad didn't tell me that she had suffered an accident, only told me that she broke a leg working.

I know he lying <sup>to</sup> me with a good intention and I understood his decision and of course, this type of lies.

To summarize, some lies can avoid something worse, but they never bring good consequences.