THE ORIGINS OF CLASSIC TALES: A DIDACTIC UNIT FOR SECONDARY SCHOOL IN THE ENGLISH LANGUAGE CLASSROOM

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I. ABSTRACT

The aim of this project is to show that literature can become a relevant element to introduce in the English as a foreign language class. Bearing in mind that this issue is still disregarded in numerous school contexts, this project will demonstrate that by making the appropriate choices it is possible to be successful when introducing literature aspects in the English classroom.

In order to conduct this project, I have followed the first modality concerning an improvement in education during the internship period. For this reason, a didactic unit has been created concerning the introduction of original texts from widely known tales. Those extracts showed surprising facts which some tales hold when going back to their original sources. In this regard, they were introduced to show how different they could be when comparing them to its media adaptations. Furthermore, those texts were also used to work on linguistic, cultural and personal-growth aspects along with a combination of activities regarding the use of new technologies in education.

This unit has been implemented seven times in a secondary school with students from 1st of ESO and Bachillerato and it suffered several changes after each implementation in order to improve those aspects that did not work appropriately in the classroom. At the end of the unit, students were also able to evaluate the implementation and their results will serve to establish a new proposal of improvement.

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Acronym	Definition
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESO	Educación Secundaria Obligatoria
FLT	Foreign Language Teaching
ICTS	Information and Communication Technologies
L1	First Language
L2	Second Language
LOMCE	Ley Orgánica para la Mejora de la Calidad Educativa
PDC	Programa de Diversificación Curricular
ROA	Programa de Refuerzo, Orientación y Apoyo
RRA	Reader Response Approach

1. INTRODUCTION

Teaching literature has always been an issue of study for many teachers who try to make it relevant in education. In this regard, in a foreign language classroom it is seen as boring aspect to be introduced in the English classroom.

This reason makes teachers avoid using literature in the classroom. In this sense, some teachers are not aware of the great range of possibilities that the use of literature in the English classroom could offer. For instance, literature provides learners the possibility to have access to authentic material, which is the main aim of this project. Furthermore, it also offers the possibility to expose learners to the target language. Moreover, there is a culture and language development, not to mention the fact that the texts could be motivating for students and they also could serve as a source of personal enrichment. (Bell, 2013:131).

Usually teachers do not make the most of using literature in the classroom and they follow a traditional methodology which does not reflect the power of literature in any manner. In this sense, if we want to make literature relevant we need first to use authentic texts rather than adapted ones. This real language would be beneficial for the students and they will develop skills which could be used in a real context outside the classroom (Clandfield, 2006:1).

The use of authentic literary texts is also motivating for students because they provide a meaningful context. What is more, they enable language learning with exposure to new vocabulary and grammar structures. Besides, it promotes the academic literacy of the students as well as their thinking skills, not to mention the fact that these texts can promote emotional development as they sometimes deal with issues regarding human behaviour (Ghosn. 2002:173).

Bearing all this in mind, my aim throughout this project is to create a didactic unit regarding the implementation of literature in English in a secondary school Spanish context, concretely in a 1st of ESO (Educación Secundaria Obligatoria) group.

My intention is to put into practice all the aspects mentioned above, as I believe that this would be the only way to make reading a pleasant experience, not only for the students but also for the teachers, as they will be able to make their teaching practices more reliable for their students.

In this proposal I will use literature with authentic texts to create literature awareness. In this regard, I have decided to focus on classic tales that have been adapted to the screen by filming companies such as the Walt Disney Studios. These films adaptations have offered different versions of classic tales and they have contributed to disregard the original stories. For this reason, in this project I will use the original sources of some tales which will also be helpful to work on cultural, linguistic and personal-growth aspects.

In order to carry on with this proposal, I will first provide a theoretical framework in which I will first present an overview on the main approaches and methods when introducing literature in the English as a Foreign Language (EFL) context. Then, I will provide reasons to introduce literature in the classroom.

After the theoretical framework, I will provide the contextualization of the city, high school, class and students in which the didactic unit took place. Then, I will present a justification of my didactic unit bearing in mind the official educational decrees established by the government. Right after that, I will justify the selection of the texts used in the didactic unit. Then, in the following part I will introduce the didactic unit commenting on its objectives, contents and competences and I will focus on the methodology used. Afterwards, I will explain the teaching process as well as the results obtained and the assessment of the students. Finally, I will suggest proposals of improvement and a conclusion with my final reflection upon the whole project.

2. THEORETICAL FRAMEWORK

2.1 *Main approaches of using authentic literary texts in an ESL context*

With the appearance of the Grammar Translation Method and the Direct Method in the twentieth century, literature became relevant in the Foreign Language Teaching (FLT) context as its methodologies used literature on a constant basis (Kodama, 2012:33).

In the middle of the twentieth century, the common trend was to use a lecture-based teaching style in which advanced students worked on several texts. However, there were voices criticizing this position as this method did not focus on language proficiency at all.

Within this controversy, between the 40s and the 60s literature was completely ignored in education in favour of other more practical models of learning (Carter, 2007:6). This may have occurred as a result of the vague uses of literature in the FLT which were carried out in the previous decades. Those uses were directly addressed to high-level education students while low-level language learners seemed to be disregarded in this issue.

Right after that and with the appearance of the Communicative Language Teaching (CLT), literature was taken into consideration again and it was regarded as a source of real language that would enrich the Second language (L2) learners' vocabulary, reading strategies and critical thinking (Kodama 2012:34). It was then in the 80s when the traditional method of teaching literature in the FLT slightly moved to a more communicative one due to the CTL and increasingly gained more attention year by year up to nowadays. Still, there is a lack of awareness on the importance of using literary texts in the English classroom and teachers seem to act with distrust whenever the issue appears in the school context.

Nevertheless, for the last few years there has been an increasing awareness of the importance of using literature in the classroom in a foreign language teaching context (Anwar, 2003:63). As a consequence, some teaching approaches and methods appeared in order to get the most out of literature. For instance, the *Story Grammar Approach* consists on focusing on the basic structure and components of a narrative such as the setting, theme, plot and resolution (Anwar, 2003:63). This is what we usually find in a secondary school context in the English classroom when students are asked to read a story where they usually answer questions related to the setting as the location, time or the characters. Although part of this approach could be used to raise awareness on the structure of a narrative, it would eventually become frustrating for the students since they need to go all over the whole process each time they face a new story. Moreover, in the regular secondary school classes, students will deal with adapted stories dismissing the use of original sources and, consequently, reducing the richness of literature.

Still, there is another methodology named the *Reader Response Approach* (RRA) in which there is a great focus on the reader's understanding and interpretation of the text. In order to do so, it is essential that the students use a dictionary to search for

words that they may not understand, as the full comprehension of the text is a key factor to achieve success on this approach (Anwar, 2003:67). RRA is based on constructivist views as the reading process holds a direct correlation with the reader's past experiences and beliefs, hence, reading may be considered on this approach as a process of self-reflection and open to encourage readers to hold their own interpretation of the text.

In this sense, according to Anwar (2003: 68), the main goal of this approach is to make students feel free to express their own ideas. Nevertheless, if we wish to implement it in an EFL context, our students would need to hold a high level of proficiency in the L2 in order to be successful. Still, the general idea of the approach, that is, making the readers feel free to enhance their own ideas and work with the meaning of the text, is favourable for EFL contexts in secondary school.

Furthermore, Keita Kodama (2012:38) conducted a research on how literature was used in CLT contexts and found that there were four main ways of approaching literature in the classroom.

a) *Stylistics*: these approaches mainly consist of working on activities related to the structure of the written pieces as well as linguistic aspects such as grammar, cohesion and coherence, and syntax. Some authors claimed that by focusing on stylistics approaches, literature was regarded as something too mechanical that prevented students from really getting a full understanding of the use of literature in real life.

b) *Language based approach:* This methodology consists of three different parts in which students are engaged into the completion of several activities and tasks by first getting a general idea of the text, later, by focusing on the text and, finally, by providing a personal response. Furthermore, there is a strong emphasis put on the interaction between the L2 reader and the text. Reading exercises, summarizing, sentence completion or sequencing events are common in this approach.

c) *Reader- Response approach:* As presented before by Anwar (2003:67), the main goal is the student's interpretation of the text which may be presented through group-discussions, debates or even role-plays.

Moreover, as stated by Clandfield (2006:2) there are also different models that we can follow when implementing literature in the English classroom. These models gain relevance in this project as they will be the ones to be used during the lessons implemented in a real classroom.

First, *the cultural model* offers an insight of any cultural or historical aspect of the L2 which is reflected on a piece of text. It is quite popular among teachers and tends to be teacher-centred as the teacher has to explain and develop the cultural aspect in order for the students to work on some activities. However, although at the beginning of the lesson the teacher needs to introduce the cultural aspect; more learner-centred activities could be created so as to avoid the traditional questions or summaries.

Second, *the language model* offers the possibility to use literary texts in order to work in the classroom on any aspect related to language, that is to say, grammar, vocabulary or even phonetics. In this sense, this model is more likely to be learner-centred. Furthermore, the teacher holds the possibility to relate the contents of the course-book to a literary text which, depending on the selection, could be more motivating and effective than following the traditional methodology mentioned above.

Third, *the personal growth-model* aims to use literature as a process to encourage students to think by themselves and offer their opinions about issues which may feel relevant to them and which could be reflected in the written text. According to Clandfield "this model recognises the immense power that literature can have to move people and attempts to use that in the classroom." (2006:2). Consequently, students are able to express their emotions through literature in a way which has not been reflected in previous models such as *The Grammar Story Approach.*

In order to enable students to take advantage of these three models, teachers need to be quite accurate when choosing the texts so as to assure learning. In this way, knowing the students in advance is a very helpful tool for the teacher to check their needs, interests and linguistic competence.

Focusing only on one model could be advantageous at some point, nevertheless, the ideal way would be to implement the three of them using one or different texts so as to make the most of using literature in the classroom, even though this may lead to a great amount of extra work for the teacher.

2.2 Reasons to introduce literature in the EFL class

Contrary to what is believed, using literature in the classroom holds numerous advantages than can make the English learning more enriching for students. In this regard, it could be said that:

"literary texts are suitable because language is learned by human beings, and the interest and love of literature for its various qualities is a human characteristic, a common denominator in a way in which an interest in which history, geography, the economics or the architecture of other countries is not" (Paran 2008: 469).

In other words, Paran tries with his words to make teachers not to underestimate the power of literature in any school context.

Nevertheless, concerning the use of literature in EFL contexts, more specific reasons need to be revealed as we are dealing with students who are in the process of learning the language and literature is regarded as a discipline which is too complicated to consider its use in the classroom.

Consequently, Braz Da Silva (2001:172) presented several arguments in favor of using literary texts in the classroom which seemed to be coherent in an EFL context. One of them is its value as authentic material which serves as a source of reliable input for the students. It is true that the validity of the texts chosen will depend on the teacher and his/her capacity to make the piece of text relevant (Braz Da Silva, 2001:173). In this sense, it is the teacher's freedom to choose the text, along with his/her role as a guide and facilitator, what will make literature learning successful in the EFL classroom.

Another reason to implement literature in the EFL class is its richness in terms of background knowledge regarding history, cultural images and social connotations which display the range variety of people from different social classes that we may find in a single text. In this sense, the *cultural model* mentioned in the previous section is the best way to make the most of it in this aspect.

Also, in literature we may find a huge range of "linguistic uses, form, and conventions of the written style such as narrations dialogs, irony exposition, among others" (Braz Da Silva, 2001: 172) which are significant in the learning of a foreign language to acknowledge a deeper understanding of it.

What is more, one of the most significant reasons to use literature is that we can engage students in a more personal and emotional involvement in the process of learning. Reading could create a link in which the students will be less affected by the linguistic difficulties paying more attention to the story itself. Moreover, they may relate the stories' themes to their personal experiences and this could evoke emotional ties which will benefit both, the understanding of the text and the learning of the L2. In this sense, the *personal-growth model* reflects this issue perfectly.

Furthermore, the use of literature in an EFL class is beneficial for the students because literature enhances interaction among students as its richness in meaning enables teachers to create discussions and debates in class. Besides, students will also be able to learn linguistic aspects from literature as any aspect of the language can be reflected in it, for this reason, the *language model* stands for this use.

All in all, we must not forget that one of the main reasons to use literature in the classroom is because reading is a key factor in the educational and personal developing of students. We need to make a distinction here between what extensive and intensive reading mean. On the one hand, intensive reading refers to the development of this skill through selected pieces of text looking for specific information. On the other hand, extensive reading concerns encouraging students to read as much as possible for pleasure and without the pressure of completing an exercise or decoding a text (Rezaee and Nourzadeh, 2011:1667). It is believed that extensive reading promotes unconscious learning, mainly in terms of vocabulary, but it also facilitates the exposure of real language which will help to process the L2 more naturally. (Hall, 2005:121). Although the way we will work in the class will be through intensive reading activities, these could pave the way for the students to read for pleasure at home, which would be beneficial for their own learning as it takes place unconsciously either in their First Language (L1) or L2.

Once the importance of using literature has been justified, it is relevant to comment on the contextualization in which the implementation I created took place.

3. HIGH SCHOOL CONTEXTUALIZATION

I carried out my practicum in the I.E.S Leopoldo Querol which is located in the city of Vinaròs, a small city in the north coast of Castellón. Vinaròs is a city with

approximately 30.000 inhabitants and its main economical resource is the fishing and agriculture industries as well as tourism. The socio-economic status of its inhabitants is medium and there is a great diversity in terms of nationalities with inhabitants from Morocco, Romania and also from some South American countries.

This institution is located out from the city centre in a non-residential area just in front of the train station of the city and five minutes away from the hospital. For this reason, there are buses which carry students from home to high school and the other way around on a daily basis.

In this institution there are around 835 students who rank from 11-12 years old to adults. The obligatory secondary school is imparted during the 4 courses of ESO as well as the lines of Bachillerato, not to mention the fact that there are also available professional training courses such as Trading and Marketing or Electronic and Electricity which will serve as way for some students to continue on their studies.

This high school holds a governance body composed by the headmaster, the deputy director, three studies-coordinators and a secretary. As for its educational plan, it has two important programs which aim to deal with diversity among students. The first one is the Programa de Diversicación Curricular (PDC), which aims at helping those students from 4th of ESO who have been struggling with some learning difficulties during the first courses of secondary education. The second program is the Programa de Refuerzo, Orientación y Apoyo (PROA) which helps those students who have some personal or socio-cultural problems which can affect their lives as well as their education.

It is also important to remark that this high school has implemented for the first time a new schedule plan for students from 1st and 2nd of ESO. Usually, there are about 30 students per class in those courses, even more in some cases, and the governance body decided that they were going to split the classes into two. For instance, in 1st of ESO A they are 32 in the classroom and what they do is the following. If a regular subject, like English, holds three lessons per week, one of them is with all the students in the class while the other two are just imparted with half of the students in the classroom. That means that the other half will be having another subject and, also, the teacher will have to make the same lesson twice, one after the other.

This is important because my implementation took place in the split classes, which made the teaching a little bit easier as I had to handle with fewer students. In this sense, I did the implementation in three different groups of 1st of ESO, which were split, so in the end I implemented the didactic unit six times.

All the classrooms from this high school hold a projector and a digital board, which were very helpful in order to fulfill my objectives from the didactic unit. Moreover, the majority of the lessons were taught in a classroom which had around 12 computers in it. Besides, the classes also had a regular blackboard and a computer on the teacher's desk.

Regarding the groups, the first one was 1st ESO E with 28 students, 14 in the split classes and there was a student from Morocco with no problems with the Spanish language and two from South American countries. There were also three students who followed a special routine in the classroom due to their learning difficulties. In this sense, they were normally given some worksheets regarding vocabulary while the teacher followed the regular lesson. What is more, there were some students who had some difficulties with the English subject but kept on going with the help of the teacher or other students. In general terms, the English level from the group was not very high but they could follow a lesson without remarkable problems. The behavior of the students in this group was mixed, some of them used to speak a lot in the classroom and that made it sometimes hard for the teacher to keep on going with the lesson, as they interrupted the class on several occasions.

Another group was 1st ESO D; with around 32 students in the classroom, sixteen when they were split. In this case, there was a great diversity in this group with several students from South-America and some who were repeating the course. Moreover, quite a few of them showed no interest in learning and they used to interrupt the class quite often. However, there were some good students who were keen on learning despite the chaotic atmosphere found in the group. All in all, the English competence found in this group was not very high.

The other group was 1st ESO A, with around 26 students, 12-13 in the split groups. This group was quite homogenous, the behavior of the students was satisfactory and they were really keen on learning, with the exception of a couple of students with some learning difficulties. Moreover, the English competence found in this group was really high and that made the English teaching very easy.

I should state at this point that no matter what kind of students I was dealing with in the implementation, all of them were equal and participated in the same way, that is to say, even the students presenting learning difficulties took part in the lesson actively.

Besides these groups, I also implemented the lesson in a class of 1st of Bachillerato. In this group there were 38 students and there were no split classes. This is a large group but it is true that they are in a different stage and their behavior was better. However, they were quite talkative and the teacher needed to calm them down several times. In general terms, the language proficiency was great and this fact, along with their maturity, made me adapt the didactic unit I had created for the 1st of ESO courses in order to make it more coherent.

Once I have contextualized where the implementation took place, it is time to justify the implementation of my didactic unit.

4. JUSTIFICATION OF THE DIDACTIC UNIT

As it has been already stated, literature needs to become relevant in the English classroom but in order to achieve that purpose we, as teachers, need to abandon the traditional methods in favour of those which can really play an important role in the students' learning process.

In order to do so, I am going to follow the language, cultural, and personal-growth models explained above. I believe that they have the potential to make the most of use of literature in the classroom. However, there is a need to choose what kind of literature will be used in the didactic unit and I thought that fairy tales were a great choice, bearing in mind that I knew in advance that the students I was going to do the implementation with were from 1st grade of ESO and their ages ranged from-11 to 13 years old.

The use of fairy tales could be regarded as an enriching way to deal with literature as they are attractive and some of them are well-known by the students, not to mention the fact that many of them have been adapted to the big screen. Perhaps, it seems a bit ambitious to work with full stories at the first stages of the learning process; instead, short extracts should be used to introduce relevant aspects of the stories which also need to be relevant for the students' learning.

The idea was to choose extracts from the original sources in English to show the differences from their media adaptations which are widely known by the students. This would serve to create literature awareness among the students, which is one of the main objectives of this didactic unit.

Few people know about the origins of these fairy tales due to the media adaptations they have suffered along the last decades. The Walt Disney Studios Company has played an important role on this by smoothing the tone and events of the original stories in their own favour, in fact, there is even a concept named *Disneyfication* which refers to this process. According to the Werriam Webster dictionary *Disneyfication* is "the transformation (as of something real or unsettling) into carefully controlled and safe entertainment or an environment with similar qualities".

The globalization of the Disney stories have left aside the cruelty and real moral of some well-known fairy tales and, with this project, I intend to go back to the original sources and to use them to suggest activities related to the cultural, language and personal-growth aspects as it is further explained in the methodology section.

Taking into account all the previous justifications, we must not forget to link this didactic unit to the Royal decree 1105/2014 passed on 26th of December, which establishes the basic curriculum in education in Spain named LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa). This law establishes general objectives, contents and competences in which any didactic unit should be based on. In this sense, they will be properly explained and contextualized when introducing the didactic unit itself.

5. JUSTIFICATION OF THE TEXTS CHOSEN

Once the implementation of the didactic unit has been justified, it is important to deal with the texts chosen to use in the classroom and why I consider them relevant to fulfill my objectives.

In order to select the most appropriate texts to be used in the unit, I took into consideration the student's linguistic proficiency asking myself whether students will be able to face some literary devices which could be found in the texts. I also chose those which I thought they were useful and enjoyable for the students (Lazar, 1993:45).

As the didactic unit will be based on authentic texts, it seems relevant to mention some of their advantages. First of all, they are easier to find as thanks to the Internet we have a quick access to all kind of texts. For instance, I have read several fairy tales in order to carry out this project and all of them were found with just a click away. Another advantage is that this authentic language is what students will have to deal with in the future and it is great to show them from early stages that real English can be understood, as long as the teacher makes the appropriate choices (Case, 2012).

Also, when students deal with texts which are above their level, they are encouraged to work harder by looking for vocabulary and facing the language differently as there will be a feeling of achievement. Obviously, it is the teacher's duty to choose texts which are good enough to motivate them along with tasks which can develop their confidence. Moreover, if teachers use authentic texts they will have a wide range of possibilities which are not found when using adapted ones, not to mention the fact that you can use stories that students already know in order to provide a little help to contextualize the text.

However, it is true that working on authentic texts in the English classroom is not an easy task and we should pay attention to some of its drawbacks. The first one is trying to find a text that copes with the expectations of content and the language difficulty. This is a challenging task to overcome as it means an extra amount of work for the teacher. In my case, I had to read numerous fairy tales and sometimes the language level was appropriate but in terms of content they did not fulfill my objectives and this also happened the other way around.

In terms of language difficulty, as grammar and vocabulary are not graded sometimes you find an appropriate text with words and grammar structures which you think they are appropriate for the students but in the same piece of texts there are others which are far from what their knowledge is supposed to be. As it will be further explained, I tried to solve this by providing much visual input and by using body language (Case, 2012).

Bearing all these aspects in mind, I am going to present the texts that I have chosen following the previous criteria. The didactic unit is intended to be implemented in two sessions and in each of them I have used different texts to overcome different aspects.

In the first session, I chose extracts from original fairy tales which could portray the differences between the original version and what the students knew about them. The stories chosen were *Cinderella, The Little Mermaid, Snow White, Little Riding Hood, Peter Pan* and *The Jungle Book* and they were to be used in 1st of ESO. However, as I will later explain, I adapted the didactic unit to for an implementation in 1st of Bachillerato and I included *The Sleeping Beauty*.

5.1 Cinderella

This is a well-known tale that has been adapted countless times to the big screen or on TV formats. The last version made by Disney just came out last year and it was a hit. In this sense, students may recognize the story very quickly. However, this story roots back to 1697 when Charles Perrault, one of the greatest fairy tales authors, wrote down the story. Although there were other versions before that one, mainly coming from oral tradition, it was Perrault who made the story relevant. Later, the Grimm Brothers wrote another version of the story in 1812 which became quite famous.

I have chosen to include the Grimm's version which quite differs from what Disney would portray in 1950 with its movie adaptation. The Disney version became the most well-known re-telling of the story; however, in the Grimm's version the events were more cruel and bloodier. For this reason, I wanted to introduce the following passage to portray the cruelty of the story, concretely when one of the stepsisters is trying on the glass-shoe.

> *"The two sisters were happy to hear this, for they had pretty feet. With her mother standing by, the older one took the shoe into her bedroom to try it on. She could not get her big toe into it, for the shoe was too small for her. Then her mother gave her a knife and said, "Cut off your toe. When you are queen you will no longer have to go on foot."*

In this extract it is reflected the cruelty of the original story and the language level seems appropriate for the students and, although there were some difficult words, they may get the general idea without further help.

5.2 The Little Mermaid

This tale was originally written by Hans Christian Andersen who was a Danish writer of plays, novels and poems. However, he will always be remembered as a great writer of fairy tales. His works have been translated into several languages and adapted to different contexts such as television, cinema or children's literature. He is considered to fairy tales what Shakespeare is considered to drama thanks to stories such as *The Little Mermaid, The Princess and the Pea, The Little Match Girl* or *The Ugly Duckling* among others.

A high number of his works have been adapted by the Disney Company, either as an animation movie, real-action movie, TV-production or in short animated pieces, being the last one the animated movie *Frozen* based on Andersen's tale *Snow Queen.*

But the most transcendental tale of Andersen, due to the huge success of its Disney movie adaptation, is *The Little Mermaid.* The original tales holds several differences regarding its well-known Disney version, for instance the events were more cruel and there was no happy ending for the main protagonist of the story. For this reason I wanted to portray these two aspects with the following extracts:

*-Stick out your little tongue and I shall cut it off. I'll have my price, and you shall have the **potent draught**.*

*- She gave us a knife. Here it is. See the **sharp blade**! Before the sun rises, you must **strike** it into the Prince's heart.*

*- She looked once more at the Prince, and felt her body dissolve in **foam.***

As you may observe, there are some highlighted words, they are like this because these words have visual support reflected in the power-point in order to make students get a an understanding of what is happening.

5.3 Snow White

The original version of this tale was written by the Grimm Brothers in 1812 and holds several differences regarding the most known versions. However, I decided to focus on the ending of the tale, concretely on the death of the evil queen which shows cruelty and revenge, something that Disney would have never allowed to include in its versions, as you can observe in the following fragment:

"But **iron** slippers had already been put in the fire, and they were brought in with **tongs**, and put before her. Then she was forced to put on the red-hot shoes, and dance until she dropped down dead"

Again, some words were highlighted as they had visual support to enhance student's understanding. This ending is quite shocking and shows that the main protagonists were not as nice as students may think.

5.4 Little Red Riding Hood

This tale, which also comes from oral tradition, was first published in 1967 by Charles Perrault and later in the 19th century it was re-adapted by the Grimm Brothers. I decided to show Perrault's version whose ending differs from recent versions. This is one of the tales with more variations existing, in the common versions Little Red is eaten by the wolf and later rescued by a hunter. In earlier versions she did not even get to the grandmother's house and she is killed by the wolf in the forest. In Perrault's version she gets to the grandmother's but she is not saved by any hunter. This tale was intended to pass a moral on children at that time, that is to say, they should not talk to strangers.

❖ *Grandmother, what big ears you have!"*

❖ *"All the better to hear with, my child."*

❖ *"Grandmother, what big eyes you have!"*

❖ *"All the better to see with, my child."*

❖ *"Grandmother, what big teeth you have got!"*

❖ *"All the better to eat you up with."*

❖ *And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.*

I chose this extract for two reasons: first, because it portrays the tragic ending of Little Red and second, because students would recognize the structure of the passage as it is recurrent in all versions of the tale.

5.5 Peter Pan

This story, which was first in the form of a play, was originally written by Scottish novelist J.M Barrie in 1911. This is one of the most-well known characters in children's literature and it has been adapted to the big screen on several occasions, being the most

relevant one the Disney version from 1953. In this case, we do not find grotesque events in the original text; however, I chose it because it differs from further adaptations in the way the character of Tinker bell is portrayed. In the original version this character is more evil than in the movies, in fact, she is so jealous of Wendy that she tries to get her killed.

❖ *Tink's reply rang out: "Peter wants you to **shoot** the Wendy"*

❖ *"Quick, Tootles, quick," she screamed. "Peter will be so pleased."*

❖ *Tootles excitedly fitted the arrow to his bow. "Out of the way, Tink," he shouted, and then he fired, and Wendy fluttered to the ground with an **arrow** in her breast.*

5.6 The Jungle Book

This story was written by the British writer Rudyard Kipling in 1894 and told the story of a human being called Mowgli who was raised in the middle of the jungle by a gang of wolves who had to struggle with a tiger who wanted to kill him and also showed his problems to adapt to civilization. The book is divided into seven short stories, where the first three are about Mowgli and the other four about other main characters. The book took a deep look in the principles of the nature itself and the relationship among different animals all of them stereotyped by the different features.

Disney has successfully adapted this novel in 1967 portraying a version which differs enormously from the novel and this is the most well-known of the story. Moreover, at the same time of the implementation of the unit the new Disney version premiered in the cinema.

Disney's intention to stick to its principles caused several changes from the book when doing the movie. For instance, in the book Mowgli went back and forth to the village and the jungle as a matter of showing his problem to adapt himself to civilization. In the movie, Mowgli arrives at the village at the end of the movie, making the movie a journey whose goal was to arrive there, providing then a happy ending. What is more, deeper themes such as the impact of British Imperialism in India were completely omitted.

In this sense, I chose this story for two main reasons. The first one because of its great differences regarding the movies' adaptations and the second one because of the

impact of the British Imperialism found in the movie. In this way, this would serve as the cultural aspect to introduce in the unit following the *cultural model* presented in previous sections.

Man Killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody suffers.

With this extract, students can observe the culture struggle between the Indians and the British and it will serve to reflect upon the omission of this aspect in the movies and the transcendence of the British Imperialism.

5.7 The Sleeping Beauty

As I previously stated, I only introduced this story in the implementation I did in 1ˢᵗ of Bachillerato. This was due to how shocking the differences are and I considered that maybe it was a little bit inappropriate for 1ˢᵗ of ESO students.

The Sleeping Beauty was also adapted by Perrault and the Grimm's Brothers and their versions became very popular along with the Disney adaptations. However, this time I intended to go further and look for an older version where the events are significantly different to what we know about the story. This older version was from the Italian poet Giambattista Basile and it was originally named *Sun Moon and Talia.* In this version, the "sleeping beauty" is raped by a king, gets pregnant, awakens when she gives birth and later marries the same king:

At last he came to a large, beautiful drawing room, where he found an enchanting girl who seemed to be sleeping. He called to her, but she would not wake. As he looked at her, and tried to wake her, she seemed so incredibly lovely to him that he could not help desiring her, and he began to grow hot with lust. He gathered her in his arms and carried her to a bed, where he made love to her. Leaving her on the bed, he left the palace and returned to his own city, where pressing business for a long time made him think no more about the incident.

In the second session of the didactic unit I chose three more extracts which could also serve to show differences, however, in this case they also portray a more personal issue, in this case, the social exclusion. In this sense, I focused on three characters from

original tales which were rejected by a social group. First, Mowgly from *The Jungle Book*, The *Ugly Duckling* and *Pinocchio.*

5.8 Mowgly in The Jungle Book

As I previously pointed out, in this story Mowgly goes back and forth to the village several times, one of the reasons is because he is not entirely accepted by the community. I wanted students to check this in the following extract and reflect upon it.

Some are afraid of the People of the Jungle here also.' He sat down by the gate, and when a man came out he stood up, opened his mouth, and pointed down it to show that he wanted food. The priest came to the gate, and with him at least a hundred people, who stared and talked and shouted and pointed at Mowgli.

5.9 The Ugly duckling

This tale was also written by Hans Christian Andersen and it has become quite popular, mainly due to the Disney adaptation again. In this case, we find that the story is much sadder than what we know about it. For instance, it takes nearly one year for the Duck to discover that he is a swan and he nearly dies from cold weather. In the following extract, I wanted to show this sadness as well as the issue of rejection mentioned before.

They are afraid of me because I am ugly," he said. So he closed his eyes, and flew still farther, until he came out on a large moor, inhabited by wild ducks. Here he remained the whole night, feeling very tired and sorrowful.

5.10 Pinocchio

Pinocchio was written by the Italian writer Carlo Collodi and became a cultural icon. His story has been retold in countless times and it also has several media adaptations. However, we find again that the original tale holds some grotesque events which are not quite appropriate for children. In the following extract I wanted to show this difference as well to introduce Pinocchio's rejection from a community.

❖ *"I understand," said one of them to the other, "there is nothing left to do now but to hang him."*

❖ *"To hang him," repeated the other.*

❖ *They tied Pinocchio's hands behind his shoulders and slipped the noose around his neck. Throwing the rope over the high limb of a giant oak tree, they pulled till the poor Marionette hung far up in space.*

These are all the extracts used in my didactic unit and, as I previously stated, in order to do the selection I had to read quite a few tales so as to find the most appropriate texts to work in the classroom. I considered including other tales, but in the end I dismissed them because of the language difficulty as in the case of *Alice in Wonderland* or *the Hunchback of Notre Dame.*

All in all, I think there are a great variety of texts to work in the classroom and I must say that I chose them bearing always in mind that my audience was a group belonging to 1st of ESO. In the following part I will present the didactic unit commenting on all its most relevant sections.

6. DIDACTIC UNIT

The didactic unit I created has two different sessions of 50 min each in which I tried to provide an overall view of the origins of fairy tales while dealing with cultural, linguistic and transversal elements. I will go first through some of the main aspects of the unit before presenting the didactic unit itself.

6.1 Objectives

As it was previously stated in its corresponding part, I based this didactic unit first on the general objectives reflected on the official decree. From the twelve general objectives found in the decree, I am going to present here those which are relevant for the current implementation.

1. To know and appreciate the values and the coexistence standards of the class and the centre, to learn to act according to them, preparing for the active citizenship and to respect human rights like pluralism of a democratic society.
2. To value and respect the gender differences and its equality rights. To refuse any type of discrimination regarding gender or any other personal or social quality.
3. To develop the basic skills in the use of the information sources to acquire new knowledge. To acquire a basic training in the new technologies field, especially on those referring to information and communication.

4. To develop the entrepreneurship spirit and the self-confidence, the participation, the critic sense, the ability to learn how to learn, the planning, decision-making and to assume responsibilities

5. To understand and express oneself in one or more foreign languages in an appropriate way.

6. To know, value and respect the basic aspects from their own culture and history as well as the ones from other countries and the artistic and cultural heritage.

7. To appreciate the artistic creativity and to understand the language from the different artistic forms using several tools of expression and representation

Then, I created the specific objectives for this unit. In this sense, my first objective was to create literature awareness to make the students see that real literature may have different elements which are not reflected on mass-media adaptations. Another objective was to use this type of literature to introduce a cultural aspect, which in this case were the British Imperialism and its transcendence in other cultures. Moreover, I wanted to show a social aspect so I used three different tales to reflect upon the theme of social rejection. Finally, my last objective was more linguistic and it regarded the use of the past tense in English. It is important to mention that, although it may seem a simple choice, it is a relevant one as they were at that time dealing with this tense in their regular English lessons.

6.2 Contents

The basic contents were taken from the official decree mentioned in the justification part of this project. These contents are divided into four different blocks as seen in the following table:

BLOCK 1: Comprehension of oral texts	BLOCK 2: Production of oral texts, expression and interaction	BLOCK 3: Comprehension of written texts	BLOCK 4: Production of written texts, expression and interaction
1. Distinctions of types of comprehension, from a general idea to specific information 2. Hypothesis formulation about meaning 1. Socio-cultural and sociolinguistic aspects 2. Use of previous knowledge 3. Fostering of the use of Information and Communication Technologies (ICTS) 4. Narration of past events	5. Socio-cultural and sociolinguistic aspects 6. Use of previous knowledge 7. Fostering of the use of Information and Communication Technologies (ICTS) 8. Narration of past events	3. Distinctions of types of comprehension, from a general idea to specific information 4. Hypothesis formulation about meaning 9. Socio-cultural and sociolinguistic aspects 10. Use of previous knowledge 11. Fostering of the use of Information and Communication Technologies (ICTS) 12. Narration of past events	13. Socio-cultural and sociolinguistic aspects 14. Use of previous knowledge 15. Fostering of the use of Information and Communication Technologies (ICTS) 16. Narration of past events

Discursive and syntactic structures: The past simple tense

As you may observe in the table, there are some contents that are common to all blocks, while others are more specific. Moreover, in the same official decree we find a table with the syntactic structures that we need to teach in 1st of ESO, in our case, we worked on the past simple tense.

Nevertheless, I created some specific contents that arose from the previous ones and they were divided into three different stages. The first stage is the conceptual one where I included the specific contents which were going to be taught in the unit. Some of these contents are the knowledge of the origins of fairy tales and its differences arisen from its mass-media adaptations. Another one is the knowledge of the British imperialism and the theme of social rejection. Finally, the last content in this stage is the Simple past tense in the English language.

In the second stage we find the procedural contents, that is to say, those coming from the work we do in class. These are the individual work, reflection upon social rejections, finding countries where the British Imperialism was established, answering questions about the lesson and working on an individual project.

In the last stage we find the attitudinal contents which concern how the student's attitude will be measured. In this case we find the encouragement of the autonomous work, the creativity when doing the final task and the active participation in the class.

6.3 Competences

It is also remarkable to mention the key competences in education established in the royal decree LOMCE whose aims are to give importance to the fact of knowing how to apply knowledge to real life and make it motivating for the student . This law fosters the teaching and learning of the key competences as a mean to improve the quality and equity of the educative system. In this sense, there are 7 competences and I will foster the development of 6 of them: the linguistic communicative and linguistic competence, the strategic one, the digital competence, and the social and civic competence, the sense of Entrepreneurial spirit competence and the awareness and cultural expression one.

The first of them, the communicative and linguistic competence, is put into practice by checking oral comprehension based on teacher's output and by developing audiovisual comprehension and written expression.

Regarding the second one, the strategic competence, students are encouraged to learn through observation of the texts and the teacher uses strategies to make himself/herself understood among the students. In the digital competence, the students work on online activities as well as group activities which will require the use of the new technologies, not to mention the fact that they will use computers to create a final

task regarding the unit. The social and civic competence will be also fostered by the exposure of social values regarding social rejection and prejudices.

The sense of initiative and entrepreneurial spirit will be fostered as well through the class participation, which will be quite relevant on this project, and the development of a final project. The last competence, awareness and cultural expression, is presented in the unit through the literature awareness and the knowledge of the British Imperialism, which will the cultural aspect introduced in the class.

6.4 The didactic unit

After introducing the most relevant aspects concerning objective, contents and competences, the didactic unit itself will be presented.

OBJECTIVES	1. To raise literature awareness regarding the written origins from remarkable fairy tales 2. To address the issue of social rejection in a variety of contexts 3. To expose the complexity of the British Imperialism 4. To work the past simple tense with real language
LOMCE CONTENTS	17. Distinctions of types of comprehension, from a general idea to specific information 18. Hypothesis formulation about meaning 19. Socio-cultural and sociolinguistic aspects 20. Use of previous knowledge 21. Fostering of the use of Information and Communication Technologies (ICTS) 22. Narration of past events 23. Time expression: the past simple
DIDACTIC CONTENTS	Conceptual 1. Do you know the origins of fairy tales? 2. Differences between what the media portrays regarding tales and their original source 3. Social rejection in tales 4. Rudyard Kipling, The Jungle Book and British Imperialism 5. Past simple tense in context Procedural

	1. Individual work of using the past tense 2. Reflecting on social rejection 3. Finding countries where the British Imperialism took place 4. Answering questions about social rejection using new technologies 5. Creating a Gloster to show differences among movies based on tales and their origins **Attitudinal** 1. Autonomous work 2. Creativity 3. Participation
COMPETENCES	7 **Communicative and linguistic competence**: checking oral comprehension based on teacher's output and developing audiovisual comprehension and written expression 8 **Strategic competence**: learning through the observation of the theory exposed and application of it on exercises and a piece of writing 9 **Digital competence**: through the use of online resources to create a project on fairy tales 10 **Social and civic competence**: exposure of social values, mainly working on social rejection and prejudices 11 **Sense of initiative and entrepreneurial spiri**t: participation in class and the making of a project 12 **Awareness and cultural expression**: knowing and appreciating the literary origins of fairy tales as well as the British Imperialism
NUMBER OF SESSIONS	Two sessions of 50 min each
FIRST SESSION METHODOLOGY	The teacher will first provide a brief introduction of the didactic unit and he will raise expectations by asking questions on how much they know about fairy tales. Then, the teacher will introduce original extracts from well-known tales with a power-point using images and questions to check previous knowledge. Once the students realize how much the stories differ from what they know about them. The teacher will focus on some extracts from *The Jungle Book* to introduce the topic of British Imperialism and he/she will play the trailer from the movie. Once the teacher explains the significance of this topic,

	students will work on an online activity in which they will have to identify the countries that belonged to the British Imperialism era.
FIRST SESSION TIMING	-5 min introduction -25 min power-point presentation on original tales -10 min *The Jungle Book* and the British Imperialism -10 online game
SECOND SESSION METHODOLOGY	The teacher will start the lesson showing three different extracts concerning three different characters who suffer social rejection. After that, the teacher will ask the students questions regarding social rejection and they will have to answer using *Plickers*. Then, students will watch a movie trailer from a movie named *The Perks of Being a Wallflower* which also portrays the issue of social rejection. After that, the teacher will go back to the pieces of texts that were introduced in the two lessons and will ask students to look for past tense verbs and classify them into regular and irregular. Then, the teacher will explain what a *Gloster* is and they will be asked to create a digital poster at home choosing one of the stories we have seen in class or other as long as they make a comparison between the original version and wide-known version. Finally, the teacher will use Plickers again to make students evaluate the lessons
SECOND SESSION TIMING	-15 min Social rejection in stories -10 Plickers activity -10 min past tense exercise -10 min digital poster explanation and procedure -Final survey
MATERIALS	-Power Point -Projector -Digital Board -Worksheets -surveys -Computers
ENVIRONMENTAL RESOURCES	-Regular classroom -Computer room
ASSESMENT	SEE RUBRIC

6.5 Methodology

This is probably one of the most important aspects to be covered in this project. In

this section I will explain in detail the procedure of this didactic unit, explaining also the materials and resources used during the lessons.

Before starting, there is one important aspect I would like to highlight, which is the use of new technologies in the classroom as it is a recurrent resource on this didactic unit. The reason why I give such importance to this issue is basically because we live in a digital society and it seems that education is one of the fields in where we, as teachers, still have a lot to discover and offer. In this regard, new tasks and activities could be created and students could found them more enjoyable as they may feel more freedom in learning (Traore.M and Blankson. L 2011:563). According to Jordi Adell (2014), it is our responsibility to get some training on this field and to be aware whether this incorporation of technologies in the classroom could hold a significant effect in the learning process. Having said this, I intend to use technologies in the classroom with the intention to motivate students and to foster their creativity.

What is more, Teresa Bell (2013:135) mentioned some strategies which are usually carried out by teachers that proved to be very useful when introducing a literary text. In this sense, I am using some of them in my implementation. For instance, the use of visual prompts may be a useful tool to contextualize what is being read or to introduce a text. Second, using the theme from a story may be very useful also as it may make students to step into the characters' shoes and to relate it to their personal experience, as previously mentioned, this technique is what *the personal-growth model* deals with and it is one possibility to really make literature relevant. Bell (2013) also presented a strategy regarding the use of key words and sentences to introduce stories in order to make students hesitate in the main concepts and themes. This could be very useful although the teacher needs to have a great understanding of what his/her purpose is.

Using questionnaires is also a technique used by teachers and mentioned by Bell (2013), nevertheless, this is thought to be more traditional but with the use of new technologies these questionnaires can be approached in a different and more motivating manner as it will be later observed. However, all these methods and strategies will not function properly if we do not understand and give importance to the teacher's role when implementing literature in the English classroom

Going back to the methodology, I should say that I created a Power-point presentation in which all the aspects of the lessons are reflected. In this sense, instead of

giving a piece of paper to the students with all the texts chosen, they will be showed on the digital board so we can read them together.

In the first lesson, after checking previous knowledge, we will start the lesson using the power-point I created, which may be observed in appendix I. In this sense, all the slides are very visual with images which help to both, contextualize what I am explaining and to attract their attention.

Then I will be presenting the short extracts chosen, I will try to raise expectations by asking them what they now about a particular tales or a particular event presented on that tale, then I will show them the text and they students will be able to read it.

After presenting all tales in the first session, we will focus our attention on *The Jungle Book* extract in order to introduce The British Imperialism, before doing that we see the trailer of the movie, concretely the last Disney version which premiered the week before the first implementation.

In this sense, students will be asked what they know about it, then I will explain what The British Imperialism is and we will connect it to the text. After a brief introduction, we will work with an activity in which students will be able to identify the different countries in which the British Imperialism was established. I decided to work on an online activity in which they have a world-wide map where all the countries in red were, at some point, part of the British Imperialism. Then, the name of a country will appear on the screen and they will have to find the country in the map given.

In the second session, I will start the lesson by writing the word rejection on the blackboard so as to make students reflect upon this aspect. Then, I will tell them that we will continue working on tales but this time, besides observing differences, we will observe how three different characters are rejected by a community. After introducing the texts, we will work on an activity in which they will have to answer questions about the theme of social rejection. In order to do so, I decided to avoid the traditional method of handing over a worksheet with the questions in favor of something more motivating for them.

In this regard, I will use one new trendy app which is becoming quite popular in school contexts, *Plickers*. This is a website in which the teacher can create online surveys that the students will answer individually in the same classroom. This may not

seem very innovative, however the teacher will control what it is being displayed on the digital board with his/her mobile phone. In order to answer the questions, the students will be given cards which are specially encrypted and with the letters A.B, C, D on them.
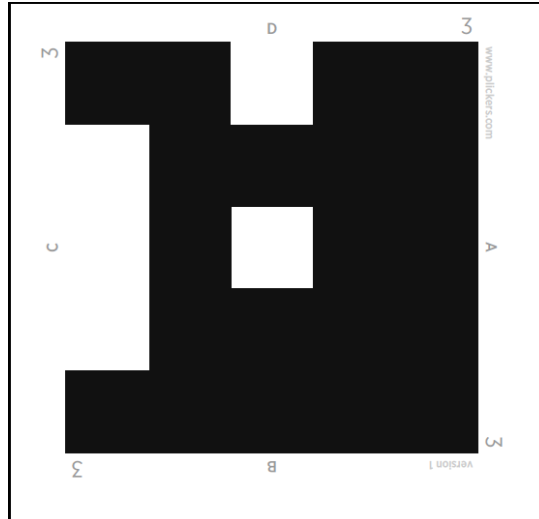

When the question is on the digital board, they will be given different answers and they will have to choose theirs by showing the cards with the appropriate letter on top. Then the teacher, having downloaded the app in advance, will use the mobile phone to scan the answers and the results will appear immediately on the board.

This app is quite efficient for several reasons, first because it fosters motivation among students. Second, due to this motivation students who may not usually participate in class will be immediately engaged in the activity. Finally, the results of the questions will be stored in the account created by the teacher.

Regarding the questions, I will create nine of them which will be about the character's rejection on the extracts they have read and also some other personal questions about rejection. All of them will be answered anonymously so students may feel free to answer what they really think. It is also important to remark that the last question is about the resolution of those characters in the tales, that is to say, whether students think that they will finally get accepted by the community or not. Something that students will discover in the power-point right after the question. All the questions and possible answers may be found in appendix II, although the results from these questions will be shown in the teaching implementation part.

After the *Plickers* activity, students will watch a movie trailer named *The Perks of a Mayflower*, movie which deals with the rejection issue in highs school. As a final activity, I will ask students to create a digital poster in which they will have to portray differences found in tales regarding media adaptations. They will be able to use any of the stories we have seen in class or choose another one. In this case we will use *Gloster*, which is a website in which students can create posters digitally and they can add anything they need. I will provide below an example of one poster I created regarding *The Little Mermaid*.
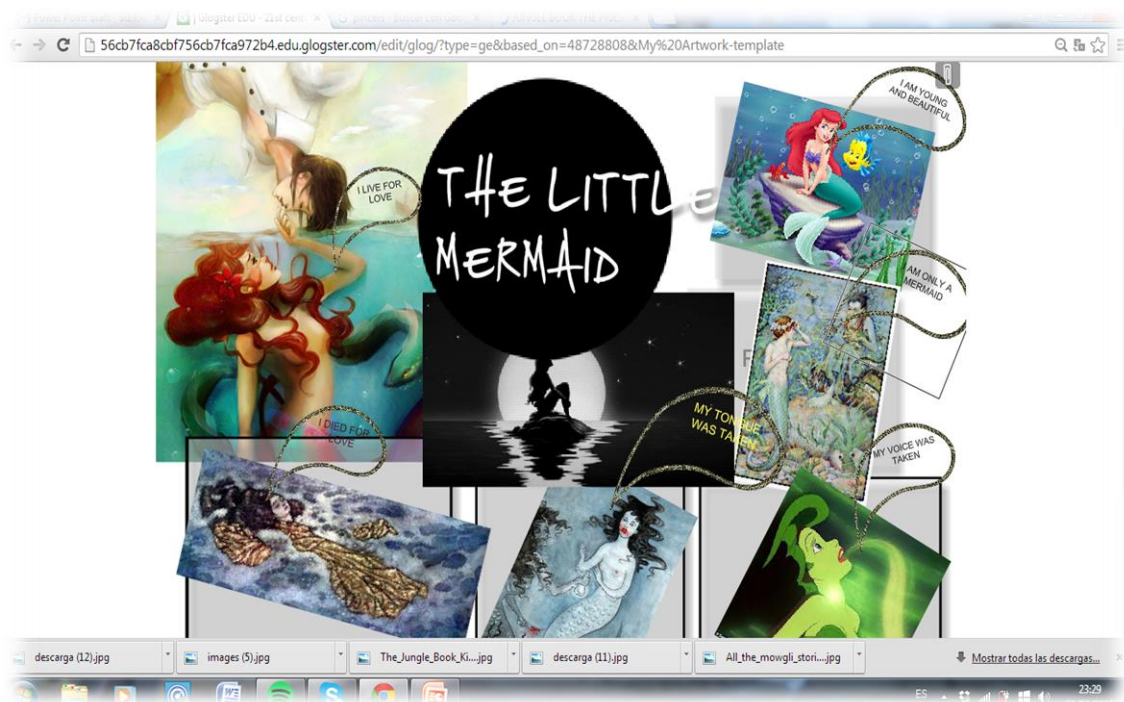
Obviously, students will need to perform this task at home and later the teacher will evaluate the work. However, before the lesson is over, we use *Plickers* again but this time to ask questions about their opinion of the lesson and how they felt when dealing with real literature in the classroom. The questions and possible answers are found in appendix III; nevertheless, the results from these questions are showed in the teaching implementation section. What is more, all the links to the online resources to be used in the unit are found in appendix IV.

6.6 Evaluation

In order to evaluate the students' learning from this didactic unit I have created the following rubric:

CRITERIA	ACCOMPLISHED	NOT ACCOMPLISHED
POSIVE ATTITUDE		
CLASS PARTICIPATION		
COMPLETION OF THE PAST TENSE ACTIVITY		
GLOSTER ACTIVITY: CLEAR DIFFERENCES		
GLOSTER ACTIVITY: USE OF THE PAST TENSE		

I have followed five different criteria so as to assess students. The first one has to do with the positive attitude showed by the students during the implementation. The next one concerns their participation in class, not only when I ask them questions to check previous knowledge but also with the use of *Plickers* in which the participation is key to the success of the activity.

The third one is about the completion of the past tense activity that the students need to conduct in the classroom. They are supposed to hand in the piece of paper in which they need to fill in all the verbs in the past tense found in the text. It is needed, at least, to have written down 10 different verbs classified in the corresponding columns regarding regular and irregular verbs.

The other two criteria have to do with the final activity in which students need to create a digital poster. For this purpose, I will take into account that they display the differences from two versions of the same tale as clearly as possible and also that they include writing in their poster using the past tense, which is the linguistic aspect covered in the unit.

6.7 Resources and Materials

The material used in this unit has been mainly a power-point presentation in which all the contents are displayed. It is obvious that a projector and a digital board are needed to conduct these lessons, as well as internet connection for the online activities. Moreover, surveys are also used in the unit a couple of times although they are used digitally. Finally, students need a computer to perform the last activity regarding the digital poster.

As for the environmental resources, the regular and the ICT classroom are needed to

implement the present didactic unit.

So far I have explained intentions, in the following section it is explained the teaching process in which the attitudes of the students towards the two lessons are analyzed.

7   IMPLEMENTATION PROCESS

The first thing I need to mention is that the didactic unit presented in the previous section suffered different changes all along the teaching process. As I previously stated, I had the opportunity to implement both sessions 6 times and this provided me immediate feedback which served me to apply some changes to the unit. In this regard, sometimes I felt that there were aspects which could be improved. Furthermore, lesson after lesson I gained more confidence and I realized that this confidence was a key factor to be successful, that to say, the more confident I felt, the better the results.

At the beginning of the first lesson, I always asked students whether they read, either in English or Spanish, and then I asked them whether they would like to have literature class in English. In both cases the responses were not very positive, but I was already expecting that. My intention was to make them change their minds at least for a while.

When I told them that we were going to work on tales there were mixed reactions. Some of them showed enthusiasm while others looked at me as if I was treating them as children. However, the first thing I did was to ask them the titles of tales they knew. The participation was very high as even those who do not pay any attention at all in classes knew the title of several tales.

Right after that, I told them that we were going to read extracts in English from original sources and that we were going to work on the differences between the original stories and what they knew about them. Also, I explained them the sources from those tales highlighting the importance of the oral tradition. Obviously, Disney appeared very quickly in the classroom and I showed them an animated slide with happy endings from the Disney movies.

They felt immediately connected with the class and when I told them that there were going to be few happy endings I got the attention of all them. Then I started to present the first story, *Cinderella,* first I showed the slide with the title of the tale,

showing a Disney picture to make it more familiar to them, and I asked them what they knew about it. This is important because in the first session I did not do it and it helps a lot to contextualize what they were going to read next.

Obviously, they all knew the story and, when I showed the slide with a picture about the scene they were going to read, the reaction was the same. Then I showed the text, I read it aloud using body language and emphasizing on key words such as *knife, cut* or *tongue* and they understood what was happening with no effort.

It is important to highlight that I learned how to read the passages properly to enhance meaning lesson after lesson. I immediately realized which words or concepts were difficult to them, which made me emphasize some words and add more pictures for the following lesson. Moreover, my tutor in high-school was present in all the lessons and he sat down next to those students with a low English level and he helped them also to make meaning of what I was saying. If he had not been there, I would have had to stop more to help these students understand the texts or myself, as the whole lesson was imparted in the English language, but it would have been ok in the end.

Going back to the lesson, when they read the grotesque passage in *Cinderella* they felt very excited and they asked me for more. Then we went through the rest of the stories, *Little Mermaid, Snow-White, Little Red Riding Hood, Peter Pan* and *The Jungle Book.*

I must say at this point that they were more enthusiastic on those tales with grotesque scenes; still, I got their attention all the time and even in *The Jungle Book* there was a positive attitude.

Before showing the extract regarding *The Jungle Book*, I played the trailer from the last Disney version which was in the cinemas at that time and they were engaged in the story immediately. This time, there were no cruel events but I wanted to show students the underlying story of this tale was not only about a child surrounded by talking animals. I wanted to show the cultural aspect of the British Imperialism and, the first time I did it, it took me a while to create interest on this matter. Then, in order to connect everything, I asked them whether they knew where *The Jungle Book* took place and that was the starting point to make them aware of this cultural issue. When reading the text, I wanted to make sure that they perceived the cultural impact of the British in

India by emphasizing the key words in the text which made these differences clear.

We stopped working on the texts to introduce some relevant aspects of the British Imperialism. At first, I used a map with all the countries in where the imperialism was established, but I found that the students found it felt too boring for them and they started to disconnect. In the following sessions, I used a gif in which the colonized countries appeared all through the years in a map. In this way, they were more engaged in the class and they could observe, in a very visual way, the evolution of this empire.

At the end of each session, we worked on an online activity in which students had to match a colonized country to its corresponding place in a map. At first, this activity was done individually and with a worksheet, I disregarded this option in the first session for one main reason, there was no time to complete the activity and some of them kind of refused doing it. Consequently, we worked on an online activity in which they were all engaged and we worked as a group. In order to do so, I asked for two volunteers to be at the digital blackboard while the rest of the class would help to fulfil the activity.

This was the end of the first session, to be honest there was a group who was very talkative and I had to calm them down on several occasions. This caused that we could not conduct the last activity. However, in general terms the first sessions went really great, beyond my expectations. I was not sure whether I would be able to implement the second one but the students and my tutor asked for it. Therefore, in the following week I implemented the second session six times.

This lesson started again by showing texts from original tales, nevertheless, this time besides showing differences I intended to work on a personal-growth aspect. I chose the personal rejection theme and I chose three extracts which portrayed this issue, those extracts were from *The Jungle Book, The Ugly Duckling* and *Pinocchio.*

Before starting, I learned that it was very useful to write the word rejection on the blackboard to make reference to the concept all the time when reading the texts. The students were immediately engaged in the class due to the stories and the theme itself.

After reading those extracts, it was time to perform an activity related to the texts and this personal-growth aspect. As I previously explained, I used *Plickers* to

make students answer questions regarding what we had just seen. This was the first time I used this app, at first, I had prepared a regular survey that they had to complete, but I considered that *Plickers* could work better, and it surely did.

When I explained students what they had to do they were confused, once I scanned the answers with my phone and they saw their answers on the digital board the response was enthusiastic. All the questions were in English and they put a lot of effort on understanding of all them, which is great because they needed to make sense of the language to perform the activity, and they all wanted to participate. Another great thing about *Plickers* is that all the answers are stored in the account created by the teacher. Consequently, I am going to introduce some of the most relevant questions I used along with graphs to analyze their results.

First of all, you may find all the questions I created in appendix II, in this part we are going to comment on the questions and some of the student's answers will be also be shown with graphs. I must also say that I have recorded the answers from 67 students from three groups, therefore, the results are a total of all the students.

The first three questions concerned the characters from the stories we had read in class and I asked for their opinion about the reasons why those characters were rejected. These questions served me to check whether the students understood the texts or the story itself.

The fourth question was whether students felt identified, at some point, with some of the characters from the story. The majority of them answered negatively and, the ones that chose another answer, I felt that it was more like a joke for them. This made me realize that I should have either dismissed the question, or explained deeply the circumstances of the characters to make the questions more relevant.

In the fifth question I asked them if they thought that the characters deserved to be rejected and there was an almost unanimous negative response. One of the most relevant questions for me was the sixth one. In this one I asked them whether they have ever felt rejected at some point in their lives. I must say again that the answers were anonymous and I encourage them to be honest. In this regard, these are the results which arose from this question.
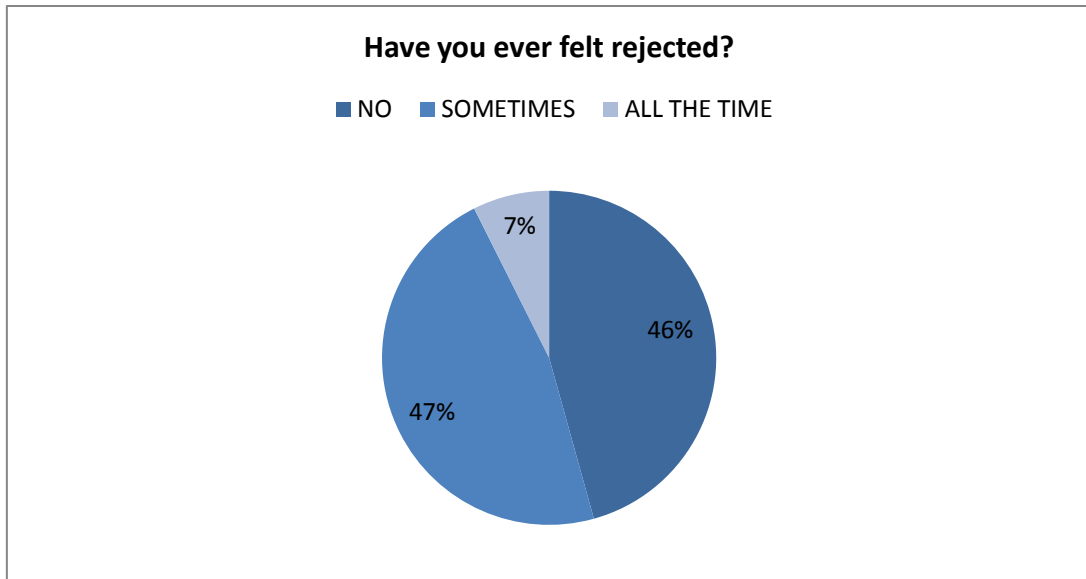
Figure 1: Plickers question

It was important for the lesson to get personal and, as it is observed in the figure; nearly half of the students felt some kind of rejection or felt out of place. I need to say that later on the presentation I encourage them to think that there is always a place for us somewhere and that rejection and prejudices were something that we need to overcome in our lives.

In the following question I asked them if they had rejected anyone for being different, which I considered important to reflect upon ourselves and how sometimes we behave inappropriately. The results were the following:
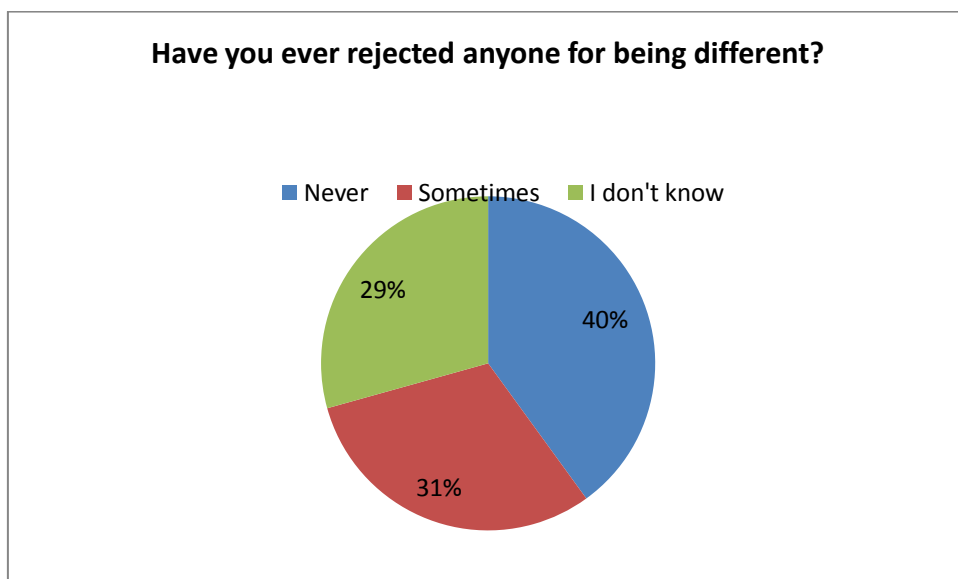
Figure 2: Plickers question

The results were also very surprising as a 40% of the students admitted to have rejected others for being different. We reflected upon this issue and talked about the reasons why someone would reject others. There were also students who did not know whether they had rejected someone or not, this is because I told them that sometimes we reject others unconsciously due to prejudices.

In the following question I asked them whether they considered, after the previous questions, if we were all equal no matter race, genre or religion. Surprisingly, there were still students who thought that we were not. Nevertheless, when I told them that the questions regarded if all people should have the same rights in a society they changed their mind.

The last question concerned again the characters from the extracts we had read, my question was if they thought that in the original version of the story the characters got finally accepted by a community. In the following figure it is reflected the student's opinion:
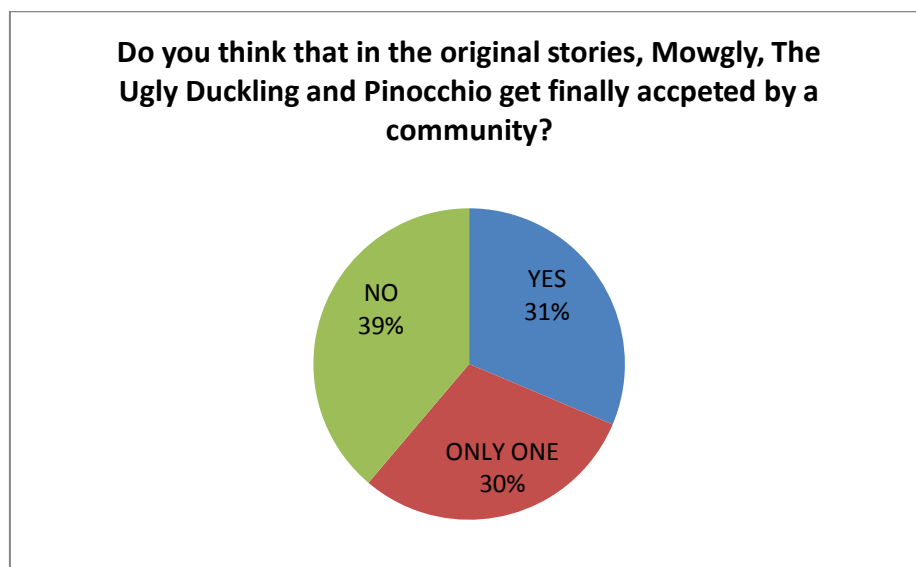
Figure 3: Plickers question

Surprisingly, many of the students thought that in the original versions the characters would not get acceptance at any extent. This may be due to what we had read in previous tales, in which there was no happy ending. However, in this case I told them that it was different and characters will finally find their place in the story, as I showed them on the power-point just after the last questions.

After the *Plickers* activity, we watched a movie trailer named *The Perks of Being a Wallflower*, released in 2012 and based on a novel by Stephen Chobsky published in 1999. The story is about a boy who arrives at a new high-school and he immediately feels out of place but finds his spot with a group of friends. Students were completely attracted by this story and some of them ask me where they could see the full movie. After the trailer, we carried out a different activity regarding the texts but from a linguistic point of view.

I asked them if they remembered how the past tense is formed in English, they were dealing with that aspect in their regular classes, then we went back to some of the extracts we had seen in both sessions and I asked to find as many verbs in the past tense as possible and then classify them into regular or irregular.

As it was something they were working in class, I did not have the necessity to explain how the past tense was formed and the activity was carried out quite quickly. I did not go over all the texts; otherwise we would not have time to finish. Still, there was a group in which we did not have time to conduct this activity as the *Plickers* one took us a lot of time.

As stated in the didactic unit methodology, there was a final activity regarding the creation of a digital poster using *Gloster*. They were supposed to do this activity at home, however, we did not have time in the session to explain this and finally, it did not take place. Still, I will go back to this aspect in the proposals of improvement part.

I saved the last 5 minutes of the session to conduct another activity with *Plickers*, but this time the students were going to provide their opinion about the sessions in 5 simple questions. These questions along with their results will be presented in the student's evaluation section below.

7.1 *Student's evaluation of the sessions*

I am going to introduce all the questions here along with the tables showing the feedback obtained. Still, the questions are also reflected in appendix III.

With first question I wanted to know their opinion on the texts we had been dealing in class as it was very important to me to check whether I made the appropriate choices.
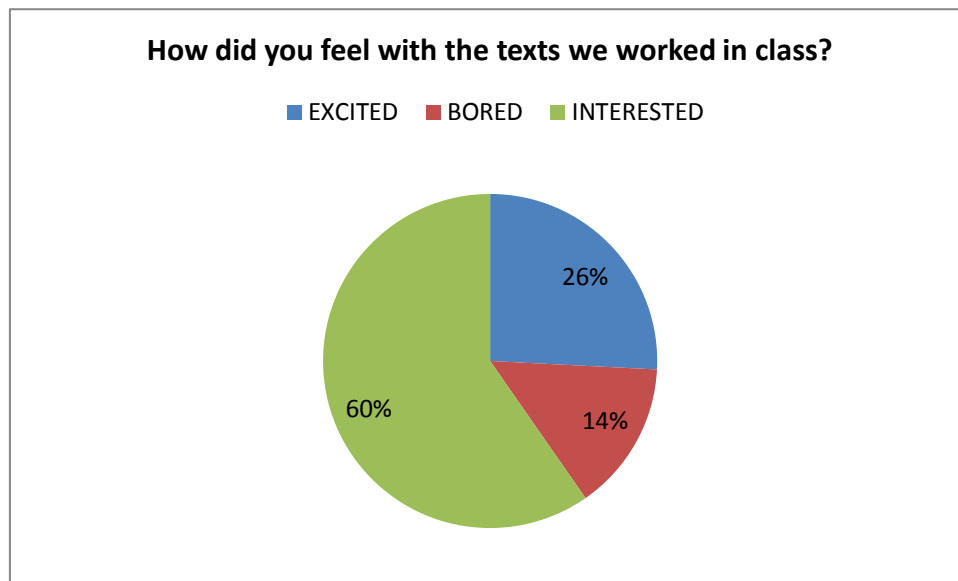
How did you feel with the texts we worked in class?

■ EXCITED   ■ BORED   ■ INTERESTED

26%

14%

60%

Figure 4: Plickers question

It was nice to discover that 60% of the students were interested in the texts while a 26% felt excited about them. Nevertheless, there were 14% of the students who found them boring, which makes sense as we cannot expect to be successful in all the students. Still, I asked them to be honest as this was a part of a project and their feedback was very important and they all answered voluntarily.

The second question also regarded the texts used, while the first one focused on meaning, in this question I wanted to focus on form, that is, the language difficulty. This was one of my main concerns when choosing the texts, although they worked efficiently, it was important to know their opinion on this issue.
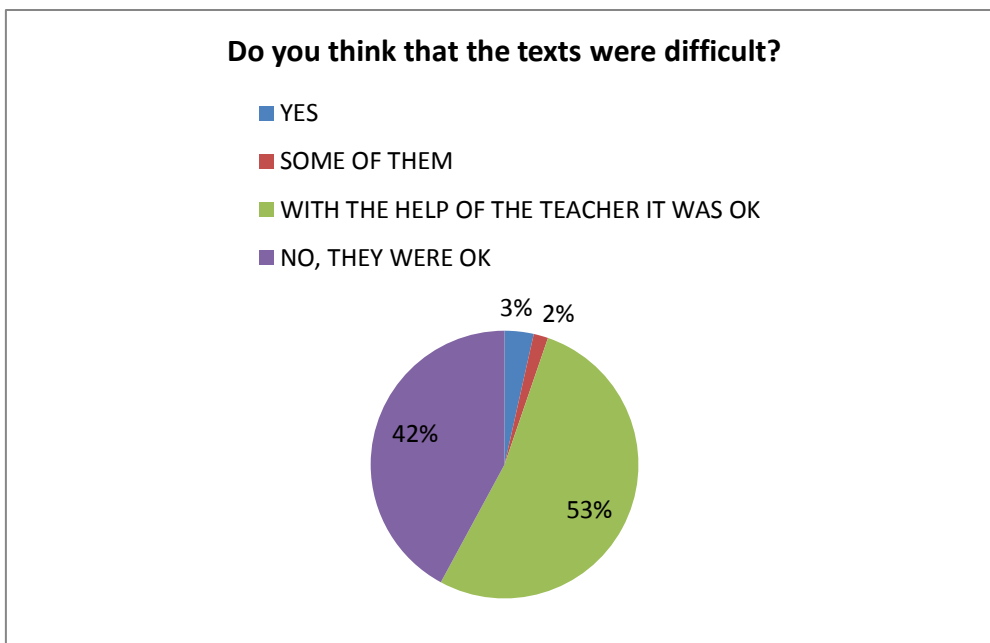
Figure 5: Plickers questions

As it can be observed, 3% of the students found all the texts difficult while 2% though that only some of them were difficult. Nonetheless, in general, students considered that the language difficulty was ok and 53 % believed that the help of the teacher was crucial when understanding the texts.

In the third question I asked them whether they considered that literature was important to learn English. My intention was to check their views on literature and English learning regarding the sessions. The results were the following:
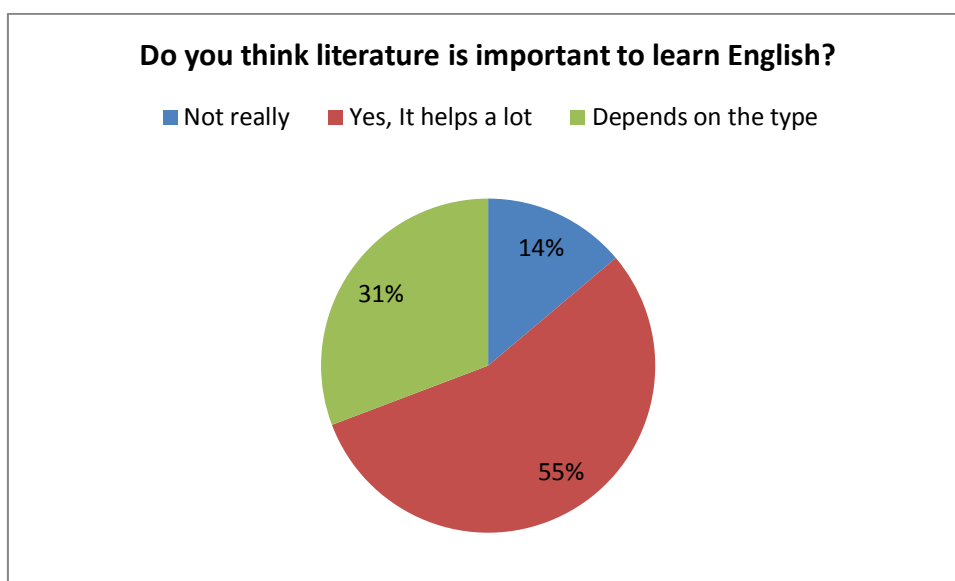
Figure 6: Plickers question

In this case, 55% of the students held positive views regarding the use of literature in the English classroom. 31% considered that it depended on the type of literature used and there was a 14% considering literature not much relevant in the English language learning.

In the fourth question I wanted to know whether the students felt that they had learnt anything with the implementation of the unit:

Do you think you learned anything from these classes?

■ No ■ A lot ■ Yes

6%

49%

45%
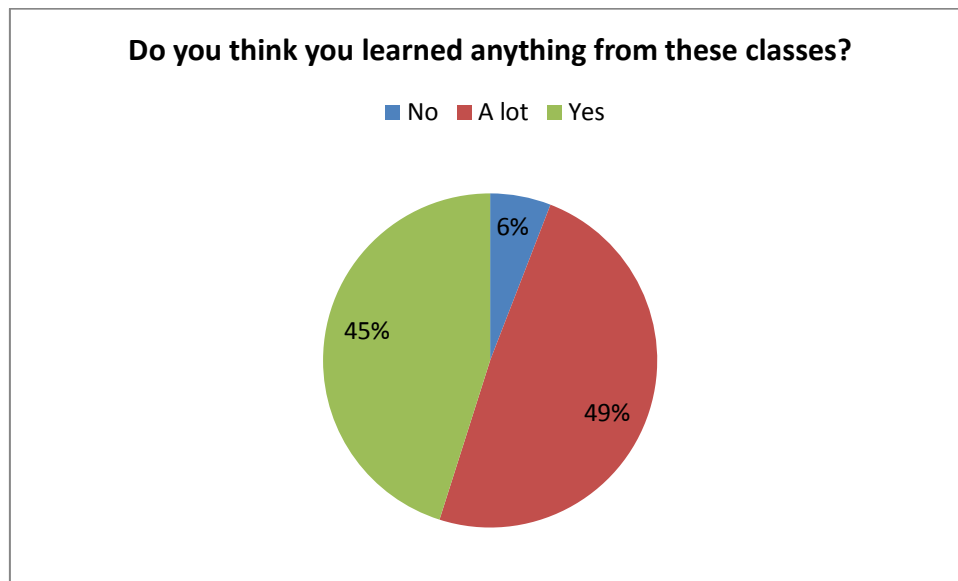
Figure 7: Plickers Question

The possible answers were quite simple but they went straight to the point. I was glad to observe that results were very positive and only 6% of the students found the classes useless. I could have gone more specific and ask whether they learnt linguistic, cultural or personal-growth aspects, however, I did not have more time to ask more questions and I had to keep it general.

My last questions regarded if they would like to have more classes concerning literature in the future:
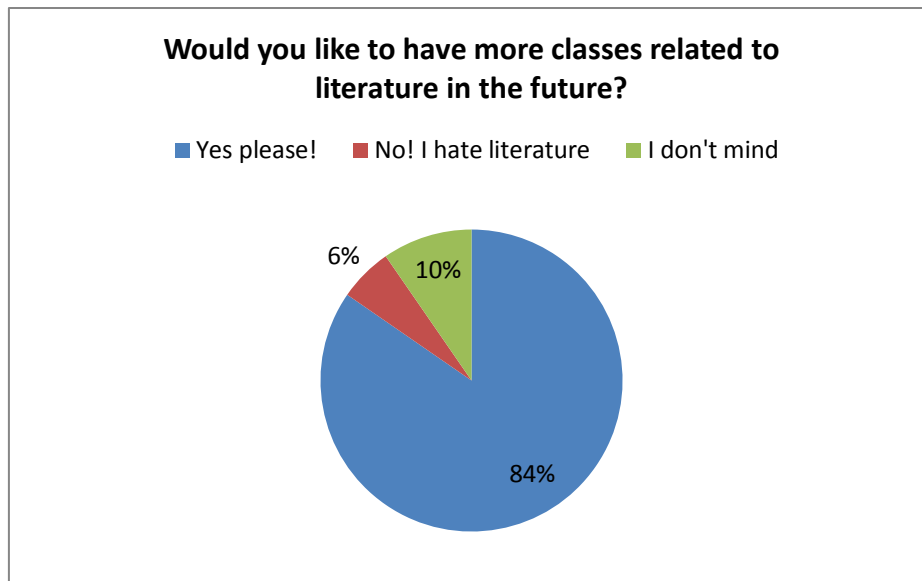
Figure 8: Plickers question

As it can be observed, the results were extremely positive although I must say that students were very excited about *Plickers* and that fact could fact influenced the positive result. Still, the vibe was great and I truly believe that the majority of them were being honest. In this regard, the results were generally positive and, as it can be observed, it seems that students may hold a more positive opinion about literature after the lessons.

7.2 Assessment of the students

As it was previously stated, students were assessed according to a rubric which was showed in its corresponding part. In this regard, the first criterion I used was whether they had a positive attitude towards the lessons. I must say that the majority of them accomplished this part with the exception of a couple of students who were not really keen on what we were doing in class.

In the second criterion I took into account the class participation which was crucial to the success of the implementation. This participation was quite high and the majority of the pupils overcame this criterion. Still, there were a few students who did not participated much in the lessons due to shyness or to low interest towards the implementation.

In the next criterion, I took into consideration whether the students delivered or not the piece of paper about their work on the past tense regarding the texts and if they

included at least ten verbs seen on the texts we worked in class. Most students delivered the worksheet although in some cases there were less than ten verbs written. Surprisingly, there were other students who wrote around 15 verbs.

The last two criteria concerned the activity with *Glogster*. Unfortunately, I was not able to overcome this activity due to the lack of time I had. However, there is a proposal of improvement that I will comment below which aims at solving this aspect of the unit.

8. BACHILLERATO ADAPTATION

As I previously stated, I had to adapt the didactic unit in order to implement it into a class of 1st of Bachillerato. In this sense, we found fewer objectives, contents and competences as this time there was only a single session to be implemented and we could not work on the same aspects found in the previous unit.

In this class there were 38 students, which is a large number, and their English competence was admirable if I compare it to the classes of 1st of ESO. As it will be observed later in the unit, the procedure was similar to the previous one but with slight changes that I will comment after presenting the unit.

OBJECTIVES	1. To raise literature awareness regarding the written origins from remarkable fairy tales 2. To expose the complexity of the British Imperialism
LOMCE CONTENTS	1. Distinctions of types of comprehension, from a general idea to specific information 2. Hypothesis formulation about meaning 3. Socio-cultural and sociolinguistic aspects 4. Use of previous knowledge 5. Fostering of the use of Information and Communication Technologies (ICTS) 6. Time expression: the past simple
DIDACTIC CONTENTS	Conceptual 1. Do you know the origins of fairy tales? 2. Differences between what the media

	portrays regarding tales and their original source 3. Rudyard Kipling, The Jungle Book and British Imperialism 4. Most relevant authors in fairy tales Procedural 1. Answering questions about what students know on fairy tales 2. Answering questions about fairy tales authors using new technologies Attitudinal 1. Participation
COMPETENCES	**1** **Communicative and linguistic competence**: checking oral comprehension based on teacher's output and developing audiovisual comprehension and written expression **2** **Strategic competence**: learning through the observation of the theory exposed **3** **Digital competence**: through the use of online resources to answer a questionnaire **4** **Sense of initiative and entrepreneurial spiri**t: participation in class **5** **Awareness and cultural expression**: knowing and appreciating the literary origins of fairy tales as well as the British Imperialism
NUMBER OF SESSIONS	One session of 50 minutes
FIRST SESSION METHODOLOGY	The teacher will first provide a brief introduction of the didactic unit and he will raise expectations by asking question on how much they know about fairy tales. Then, the teacher will introduce original extracts from well-known tales with a power-point using images and questions to check previous knowledge. Once the students realize how much the stories differ from what they know about them, the teacher will focus on some extracts from *The Jungle Book* to introduce the topic of British Imperialism. Once the teacher explains the significance of this topic, the teacher will expose students to the most relevant fairy tales authors. Then, he will ask students to take their mobile phone and they will answer questions online with the app named "Kahoot".

SESSION TIMING	-5 min introduction -20 min power-point presentation on original tales -10 min *The Jungle Book* and the British Imperialism and fairy tales authors -15 min Kahoot
MATERIALS	-Power Point -Projector -Digital Board -Computers
ENVIRONMENTAL RESOURCES	-Regular classroom
ASSESMENT	SEE RUBRIC

When implementing this session, I used the same power-point but with slight adaptations in form and content. For instance, I did not include the extract from *Peter Pan* but I included an extract from *The Sleeping Beauty* which was longer and more appropriate for their English level.

What is more, in this session we only dealt with cultural aspects such as the sources of classic tales and The British Imperialism. Besides, I included some slides showing information about some authors related to fairy tales. We did not work on linguistic or personal-growth aspects due to the lack of time and I decided to work only on the aspects mentioned above.

The activity that I created for this unit was similar to *Plickers*, that is, displaying questions on the digital board, but this time I made use of a different online resource named *Kahoot*. With this resource the teacher is able to create questions which the students will be able to answer by downloading the app in their smart phones. This is very practical because students need to read the questions on the digital board and then they will be able to answer by clicking the right button on their phones:

The questions that I created were about some of the fairy tales we had observed in the class and its authors; what is more, I created questions in which students were able to discover new things and curiosities about old-time classics fairy tales. Those questions may be observed in appendix V.

Before explaining how the teaching process went, I must say that I asked for permission before including *Kahoot* as an activity as students are not allowed to bring their phones to high-school. The teacher responsible for that class was kind enough to let me implement this activity and he even participated during the lesson.

My first intention was to use this resource also in 1st of ESO, however, those students were too young and I was not allowed to implement it. In this sense, students from Bachillerato are more mature and this activity was more realistic.

The day of the implementation I was really anxious as I had my doubts on whether this unit was appropriate for students or if they were going to find it too childish. However, when I introduced myself and I told them what we were going to work with, they were really surprised and excited. Although the number of students was really high, they were quiet and I could conduct the class with ease.

We went through all the stories and I was really surprised to discover that students were quite participative and we could all communicate in the English language, unlike what occurred in the classes from 1st of ESO were the majority of students used the Spanish language.

After introducing the stories, we dealt with The British Imperialism, which was not new to them, and we discussed on the role this Imperialism had in *The Jungle Book* and in its impact on several societies. Then, we discussed on some relevant authors from the most outstanding tales and then we played *Kahoot*.

When I asked them that I needed them to use their mobile phones they were quite shocked as using mobiles in the classroom to perform an activity was really unusual for them. We went through the questions and they were truly involved in the process. I could notice that they really were paying attention to the lesson as most of them asked most questions correctly.

I honestly think that teaching in 1st of ESO and doing it in Bachillerato is a

completely different process. It is obviously easier to do it in Bachillerato but it is true that when you are dealing with young students, such as the ones found in ESO, you have more possibilities to impress them.

9. PROPOSALS OF IMPROVEMENT

As I previously stated, I had the opportunity to put my didactic unit into practice six times along with the one in Bachillerato. This allowed me to make some changes once I finished one implementation and before the next one. I changed the slides several times in order to make them more visual and relevant when I noticed that its meaning was not understood. I also changed the activities, which were quite regular at the beginning, in favour of more attractive online resources. Moreover, I found that sometimes the order of the contents was not efficient and I moved them throughout the sessions. By doing all this, it could be stated that the proposal of improvement was conducted in the same process of the several teaching implementations.

Nevertheless, there are a couple of issues that are still to be improved. The first one is that I could not perform the activity with *Gloster,* the online posters resource, due to the lack of time. I consider that this activity could be really relevant as it would enhance the students' creativity and the contents dealt in class could be further worked at home.

It would be advisable to include a third session in the didactic unit in which we could devote the lesson to prepare the *Gloster* activity in the computer room. In this way, the teacher would explain the activity and how this resource works. What is more, students could start working on the activity in class and then finish it at home.

Another issue to be improved would be the linguistic aspect that, although it worked really well in the classroom, I felt that it was not enough and we should have devoted more time to deal only with this aspect. For this reason, a worksheet could be created so as to classify the verbs seen in the texts as it would be easier for students if they have a reference of what to do in a worksheet (appendix VI). In an idealistic way, it would be much recommended to spend one lesson dealing with the past tense from the texts we had seen in class.

10. CONCLUSION AND FINAL REFLECTIONS

With this project I intended to demonstrate that real literature texts can be a very useful tool in the English classroom. Literature has been disregarded in foreign language teaching or it has been used in a monotonous style which avoided all the powerful elements that it offers.

In this regard, real literature is useful not only because students will be exposed to real input from which they could work on different linguistics aspects, but also because they allow the teacher to introduce cultural aspects and to work on personal-growth issues.

Nevertheless, this is not an easy task as there is a lot of work to be done before implementing those kinds of sessions. The selection of the type of literature to be used is really important. In this sense, the teacher needs to choose the most appropriate texts and establish teaching goals. Then, everything needs to be put together in a coherent and realistic way.

It is also relevant to mention that the teacher needs to know in advance his/her students before the implementation so as to learn about their motivation, interests and English competence. If any of these aspects are omitted, the teaching implementation is very likely to go wrong.

One of the most outstanding aspects of this project is that I have been able to implement my didactic unit several times and this fact allowed me to change the aspects that were not working properly and try again in the next session. Also, having the possibility to work with this unit in a class of Bachillerato added more diversity to the unit and new perspectives arose from it.

I truly believe that this is one of the most realistic ways to conduct this project, that is to say, first you try the implementation, you may fail or not, you make some changes, you try again, improve some aspects and in the next session it feels like you may have created something that works. I was not the only person having this feeling. My tutor during the practicum period was with me in all the classes I introduced my didactic unit and he could also observe that by trying different times, the teaching process got better and better.

Bearing everything in mind, I have witnessed that literature can be extremely useful and motivating for EFL students and I have also witnessed that the only way to be successful is to be aware of its difficulties and to work hard to solve them so as to make the teaching relevant. The range of possibilities that we, as teachers, have in front of us are unlimited and we need to make the most of them by researching, working, trying, failing, trying again and finally reaching our goal.

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12. APPENDICES

APPENDIX I: Power-Point used in the lessons
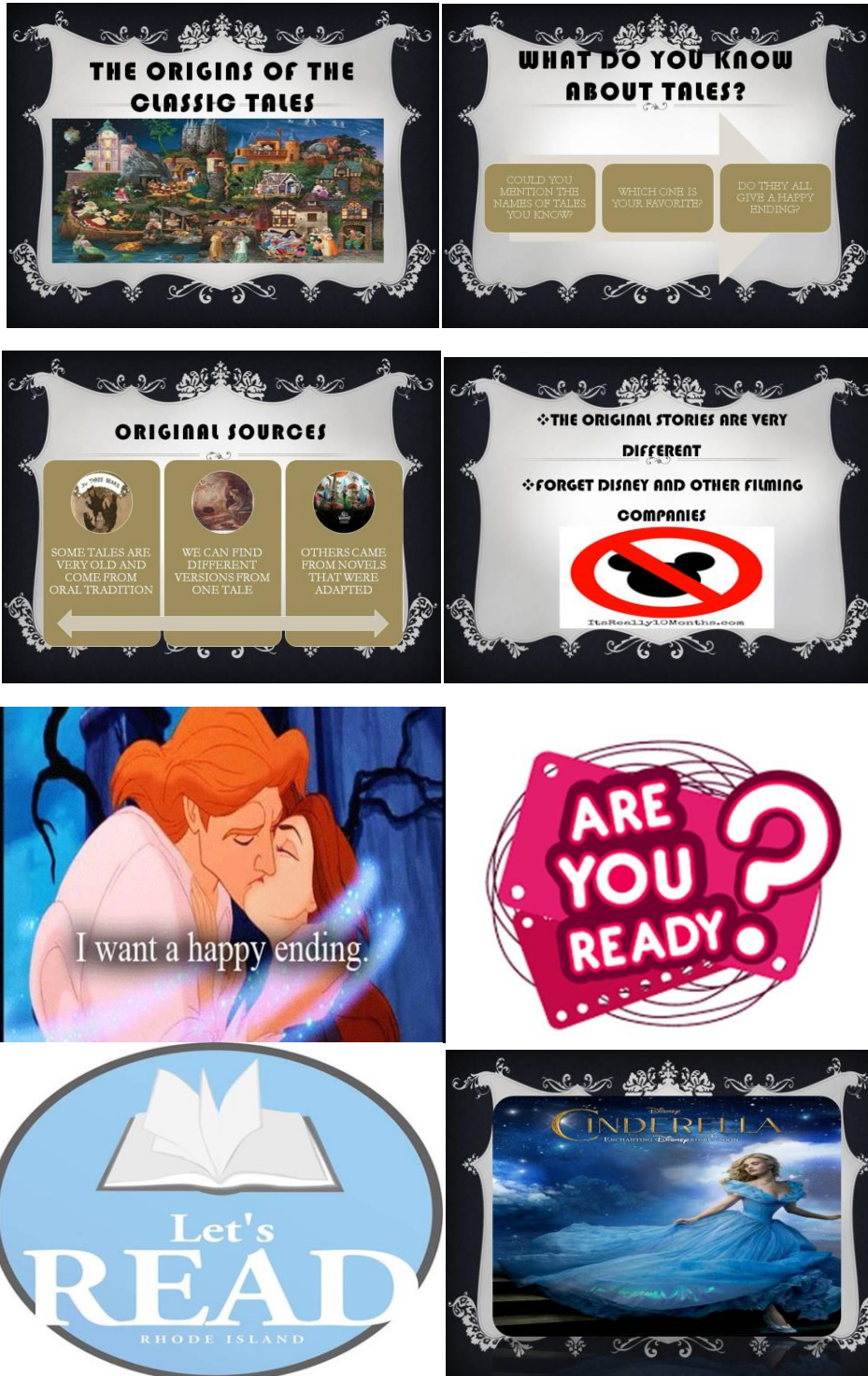
WHAT HAPPENS ON THIS PART?

❖The two sisters were happy to hear this, for they had pretty feet. With her mother standing by, the older one took the shoe into her bedroom to try it on. She could not get her big toe into it, for the shoe was too small for her. Then her mother gave her a knife and said, "Cut off your toe. When you are queen you will no longer have to go on foot."

CINDERELLA

The step-sisters cut off portions of thier feet in order to fit them into the glass slipper.
A pigeon informs the Prince of their trick and then the pigeon pecks out the step-sisters' eyes.
The step-sisters live out the rest of their lives as blind beggars.

DO YOU REMEMBER THIS?
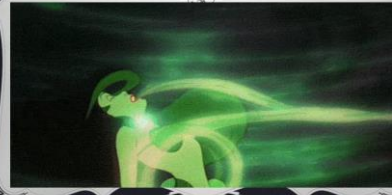
❖Stick out your little tongue and I shall cut it off.
I'll have my price, and you shall have the

❖ †potent draught"

THIS IS WHAT YOU KNOW...

THIS IS HOW IT REALLY ENDS...

❖ "She gave us a knife. Here it is. See the **sharp blade**! Before the sun rises, you must **strike** it into the Prince's heart"

❖ "She looked once more at the Prince, and felt her body dissolve in **foam**"

THE LITTLE MERMAID

In the original story by Hans Christian Andersen, the prince marries the neighboring king's daughter.
The Little Mermaid commits suicide by jumping into the sea and dissolving into foam.

REMEMBER THIS?

READ THE REAL ENDING...

❖ But **iron** slippers had already been put in the fire, and they were brought in with **tongs**, and put before her. Then she was forced to put on the red-hot shoes, and dance until she dropped down dead

HAVE A LOOK AT THE ORIGINAL

❖Man Killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody suffers'

WHAT DO YOU KNOW ABOUT BRITISH IMPERIALISM?

BRITISH IMPERIALISM

| It was a number of colonies all around the world | Great Britain wanted power and to civilize the people from those countries | It became a very big nation |

BRITISH EMPIRE

❖The biggest empire in the world at some point

❖It was "the empire where the sun never sets"

THE JUNGLE BOOK AND THE BRITISH EMPIRE

GAME!

❖http://www.purposegames.com/game/982

HAVE A LOOK AT THE ORIGINAL

❖ . 'Some are **afraid** of the People of the Jungle here also.' He sat down by the **gate**, and when a man came out he stood up, opened his mouth, and **pointed down** it to show that he wanted food. **The priest** came to the gate, and with him at least a hundred people, who **stared** and talked and shouted and pointed at Mowgli.

THE UGLY DUCKLING

THE UGLY DUCKLING

❖ "They are afraid of me because I am ugly," he said. So he closed his eyes, and flew still farther, until he came out on a large **moor**, inhabited by wild ducks. Here he remained the whole night, feeling very tired and **sorrowful**.

THE UGLY DUCKLING

PINOCCHIO

PINOCCHIO

❖ "I understand," said one of them to the other, "there is nothing left to do now but to hang him."

❖ "To hang him," repeated the other.

❖ They tied Pinocchio's hands behind his shoulders and slipped the noose around his neck. Throwing the rope over the high limb of a giant oak tree, they pulled till the poor Marionette hung far up in space.

PINOCCHIO

APPENDIX II: *Plickers* question on personal growth model

1. **Why do you think Mowgly gets rejected?**

A. Because of his skin colour
B. Because people are afraid of him
C. Because he is a savage

2. **Why is The Ugly duckling rejected?**

A. Because he is ugly
B. Because he is a swan
C. Because he is too small

3. **Why is Pinocchio rejected?**

A. Because he tells lies
B. Because he is a puppet
C. Because he is a child

4. **Do you feel identified with any character?**

A. Mowgly
B. Pinocchio
C. The ugly duckling
D. None

5. **Do you think they deserve to be rejected?**

A. Yes
B. No
C. Only one

6. **Have you ever felt rejected?**

A. No
B. Sometimes
C. All the time

7. **Have you ever rejected anyone for any reason?**

A. Never
B. Sometimes
C. I don't know

8. Do you think that we are all equal?

A. Yes
B. No
C. It depends on a lot things

9. Do you think that in the original stories, Mowgly, The Ugly Duckling and Pinocchio get finally accepted by a community?

A. Yes
B. Only one
C. No

APPENDIX III: *Plickers* questions for the evaluation of the lessons

1. **How did you feel with the texts we worked in class?**

A. Excited
B. Bored
C. Interested

2. **Do you think the texts were difficult?**

A. Yes
B. Some of them
C. With the help of the teacher it was ok
D. No, they were ok

3. **Do you think literature is important to learn English?**

A. Not really
B. Yes, it helps a lot
C. Depends on the type

4. **Do you think you have learnt something with these classes?**

A. No
B. A lot
C. Yes

5. **Would you like to have more classes related to literature in the future?**

A. Yes please!
B. No! I hate literature
C. I don't mind

APPENDIX IV: Links to online resources

1. The Jungle Book Trailer

 -https://www.youtube.com/watch?v=5mkm22yO-bs

2. Online activity to work on the British Imperialism

-http://www.purposegames.com/game/982

3. Plickers

-https://plickers.com/

4. *The Perks of Being a Wallflower* Trailer

. https://www.youtube.com/watch?v=C-UZT1jw-iE

5. Glogster

-https://www.glogster.com/#caffe

6. Kahoot

https://getkahoot.com/

1. Who wrote The Ugly Duckling?
A. The Grimm Brothers
B. Rudyard Kipling
C. Walt Disney
D. Hans Christian Andersen

2. Who wrote The Little Mermaid?
A. The Grimm Brothers
B. Rudyard Kipling
C. Hans Christian Andersen
D. Perrault

3. Which fairy tale was not collected by the Grimm Brothers?
A. The Lion King
B. Snow White
C. Rapunzel
D. Cinderella

4. Who wrote The Jungle Book?
A. The Grimm Brothers
B. Rudyard Kipling
C. Perrault
D. Carlo Collodi

5. Which tale has one version from the Grimm Brothers and another from Perrault?
A. The Sleeping Beauty
B. Pinocchio
C. Frozen
D. The Ugly Duckling

6. Which do you think is the oldest tale of all time?
   A. The Beauty and the Beast
   B. Cinderella
   C. Snow White
   D. Little Riding Hood

7. Which famous character did really exist?
A. Mulan
B. Cinderella

C. Pocahontas

D. Snow White

8. Which famous movie was based on Hamlet by Shakespeare?

A. Aladdin

B. The Lion King

C. Finding Nemo

D. Frozen

9. Which story has a real tragic ending where all the protagonists die?

A. The Jungle Book

B. The Hunchback of Notre-Dame

C. Pinocchio

D. Mulan

10. It is said that in this story the characters are all dead, which one?

A. Hansel and Gretel

B. The Jungle Book

C. Peter Pan

D. Pinocchio

APPENDIX VI: Past tense worksheet

PAST TENSE ACTIVITY

Name:

Look at the texts on the digital board and look for verbs in the past tense. Then classify them into regular and irregular, give the infinitive form and the meaning.

You need to have at least 10 verbs:

Verb in the past tense	Regular	Irregular	Infinitive	Meaning