

Literature in Primary School
English learning: A didactic Unit.
Valladolid University



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TEACHERS TRAINING DEGREE ADAPTED TO BOLOGNA PLAN. VALLADOLID UNIVERSITY

1. Title: Literature in Primary School English learning: A didactic Unit

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4. Abstract:

Teaching is an everyday new- born experience where everything is flowing. New students are as unpredictable and varied as human behaviour. Teaching requires a long-life learning and adapting.

This essay aims to be a sharing of concepts, techniques and attitudes, which have been proven to be most useful in my experience in the usage of literature as a didactic resource.

5. Keywords:

- **Creativity.** According to a gripping expression developed in the video whose reference is given below, creativity is an attitude towards life. A creative person finds it OK to think about things in new ways.¹

- **Charles A. Currant: Community learning**²

Recording and taking into account what the learners want to actually communicate, are two techniques highly useful for self-assessment and motivation. They are used in the Unit too.

- **Emotional Intelligence**³ It is the ability to be aware of your own feelings and deal with them. This is a help to be emphatic. Empathy is the ability *to put oneself in the same place of other people.*

¹ (3of 6) - Battle of the Brains
<https://www.youtube.com/watch?v=rPH7JwhsfEo> (3/24/2013)

²Community language learning
http://en.wikipedia.org/wiki/Community_language_learning

-Teachers tend to create a warmer climate for the students with higher expectations
- Input factor.

- **Communicative Competence** It is a synergy of concepts, skills and attitudes, which make a speaker able to communicate in everyday situations.

- **Qualitative Investigation.** It is about human traits rather than numbers. Since the author of this assignment considers that each student is different more than alike the others, quantitative investigation is hardly used. Here the observation of each student and the description of experiences, as unbiased as possible, are preferred.

- **Pigmalion Effect**⁴ This theory states that our expectations about outcomes do influence those outcomes. This applies to education. If we convince a group of students they are excellent and we are very happy to work with them, the progress is generally much better.

- **Shadow Reading**⁵ This is a great technique to achieve a native-like intonation in two steps: first, intensive listening and, second, try to speak with the same rhythm and intonation as the native who reads the recorded book.

- **Natural Method.** This method stresses the key role of a correct pronunciation when it comes to English learning.

Dr. Tracy D. Terrell's opinion⁶, which we will have into account regarding Primary School, is that in order to grow in fluency, teachers should not be too much *picky* as regards those grammar rules which do not affect the getting across of the message, but focus on fluency more.

³ (4of6) - Battle of the Brains
<http://www.youtube.com/watch?v=Kj40C1FFotE> (3/20/2013)

⁴ The Pygmalion Effect and the Power of Positive Expectations
<http://www.youtube.com/watch?v=hTghEXKNj7g> (18/07/2013)

Dr. Philip Zimbardo.

⁵ Shadow-reading in the ESL classroom: A brief report
Millie Commander & María C. M. de Guerrero
Inter American University of Puerto Rico, Metropolitan Campus
<http://peerspectives.files.wordpress.com/2010/04/shadow-reading1.pdf> (18/03/2013)

⁶ Tracy D. Terrell
http://en.wikipedia.org/wiki/Tracy_D._Terrell (7/15/2013)

Literature in Primary School English learning: A didactic Unit

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1. INTRODUCTION

The present essay has a remarkable practical side. Therefore, all the sections have taken into account the specific group of students to whom the theoretical research has been tailored: 10-11 year olds.

Even so, the educational decisions constantly refer to renowned authors and updated research. This way, theory and practice – proven experience- are intertwined in this paper as in real life.

The ideas are barely repeated because the author tried to speak succinctly within the length allowed for this paper, without leaving out key points for today's teaching/learning process.

I hope the message is clear and the reader will enjoy it.

2. AIMS

The aims of this assignment are:

- **2.1.** To analyse advantages of using literature as a means to develop communicative competence in 5th Grade English classroom.
- **2.2.** To provide references of specific books which I find suitable for children of this age, giving the plot and using suggestions regarding how to use them. Some of them educate in universal values while pushing children to acquire⁷ English.
- **2.3.** To share techniques and activities through a Didactic Unit described in detail and based on literature.

⁷ “Communicative competence involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in any given situation”. (Remember besides Acquisition versus Learning concepts.) *Acquisition of Communicative Competence* on ISSN 1798-4769 Journal of Language Teaching and Research, Vol. 1, No. 1, pp. 50-52, January 2010 © 2010 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/jltr.1.1.50-52 (Checked on 18/07/2013)

3. RELEVANCE OF THE TOPIC

The relevance of the topic chosen for this assignment is the relevance of literature. Literature is proven to be useful for the children's learning. Later on I will explain how to use literature. Now, allow me to highlight some reasons why literature is really useful for the children's learning of English.

3.1. Human side of literature as an aid to educate in values.

Literature provides teachers with stories. Stories catch children's attention because children can compare themselves to the characters in the stories. There are lots of stories where the main characters are children. Teachers can choose plots where values are presented by attractive characters of the students' age.

- Universal themes can be used to prevent or soften conflicts in the classroom. If some of the eldest children at primary school who are bullies at times, watch themselves reflected in a story about bullying,⁸ they may realize their misbehaviour better than being directly scolded about bullying.

3.2. Literature in a multicultural society

Regarding multiculturalism, we can look for stories which show positive character traits from the different cultures in our school. That way our students are more likely to develop an open attitude towards the members of these cultures.

"(...) literature can function as a change agent: good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes."⁹ as Irma K. Ghosn quotes in *Four good reasons to use literature in primary school ELT*. (ELT Journal Volume 56/2 April, 2002, page 173, ©Oxford University Press.)

3.3. Literature and language development

⁸ For instance, any extract from a DVD *We all live here*.

⁹ <http://203.72.145.166/ELT/files/56-2-7.pdf> *Four good reasons to use literature in primary school ELT*. *ELT Journal* Volume 56/2 April 2002 ©Oxford University Press

From the linguistic point of view, linguistic Paul Nation, professor emeritus of a University in Victoria,¹⁰ warns about the big dangers of teaching vocabulary through lists of words according to semantic fields.¹¹ Fortunately, **adapted literature** can be used as a source of updated language where the word is within an idea-sentence and the sentence within a plot.

As Jennifer Hill (1966) states:

Studies of the way in which people analyse and understand language, have shown that the discourse context is very important. People analyse incoming messages in two ways: not only do they have information relative to certain collections of sounds and symbols stored in their memory, but they also have their own knowledge of the world and the context of the message to work from.

4. THEORETICAL GROUNDS

The theoretical reflections and methodology followed in the unit included in this assignment are mainly based on the following authors and experts' ideas¹²:

4.1. General didactics:

4.1.1. Cristobal Gutiérrez. Fundación CAI Barcelona.

He explains that taking care of the children's fondness for living is essential in education. Are we taking care of the children's happiness and fondness for living?

4.1.2. Pasi Sahlberg¹³

¹⁰ <http://www.youtube.com/watch?v=AhK7Zs8eKxM> Dr. Paul Nation (7/17/2013) He praised Greater Readers for deleting low frequency words while presenting words in slightly new contexts.

¹¹ (This paper's author's interpretation: Let us set a typical example of starting every lesson with the calendar. There is a risk that the child hears 'Monday' and they doubt among five possible meanings. Five: no school on Saturdays or Sundays, so far. The same thing happens with antonyms, e.g. short/long, fat/thin etc. Given that 'long' is so similar to the Spanish word, wouldn't it be much easier to present that word in a meaningful context, and help the children to find that similarity themselves? 'Short' can be presented much later, when the confusion is scarcely possible because 'long' has been interiorised in several stories/sentences in order to avoid too many associations at the same time. The same happens when teaching the differences between why and because at the same time. Although grammatically may seem correct introducing them in order, for the learner it is frequently confusing.

¹³ http://www.youtube.com/watch?v=Hf65Z_gqH1U

Highly educated teachers the key to success (23/03/2013)
Finland's director of education Pasi Sahlberg joins Lateline to discuss the nation's world-leading education system.
Finland: Bonuses for Teachers | European Journal

He is Finland's director of education. He rejects competition as a way to improve education. According to him, quantifying in subjects leads to focus on tests passing, and may lead to be careless about creativity and problem solving. He proposed collaboration and networking as effective means.

Some of the traits of the Finnish System are:

- They accept roughly a 10% of the best high school students into teachers training schools. (free of charge)
- Unless you can sing and dance, and do sports, paint...you don't make it. / All very good at maths and science.
- The same teacher is with the kid for six years.
- Not allowed by law to grade the children before the fifth grade.

4.1.3. Ingrid Schrobang Fair

Retired teacher and head master.

She used to hate school. She wanted to be a teacher to show how pleasant going to school can be. Many years later, she wouldn't stop a child from asking questions with answers such as: you'll see that next year. She warns never to destroy a child's curiosity.

4.1.4. Piaget. Impossible not taking into account his down-to-earth ideas about children's learning. This biologist, who had studied oysters before children, underlined the key role of experimenting and movement in the children development. His are the concepts senso-motor stage, and substance permanence. The children in Primary school hardly have the ability of abstraction. For that reason, we must ease the learning by tangibles means within the reach of the five senses and through associations with movement.

4.1.5. Pablo Lypnizky. Colegio Mundo Montessori. Colombia.

If the children know that their emotions are respected, they express them.

Pupils in Finland are thought to be among the brightest in Europe. They regularly score well in the OECD's PISA assessment tests. That's due in large part to their highly dedicated teachers. Finland has a bonus system that rewards educators who go the extra mile. Teachers earn bonuses for offering extra courses, doing environmental or violence prevention training, or offering additional assistance to disadvantaged children. The bonuses can add as much as a third to a teacher's basic salary. Both pupils and teachers benefit from the program, which also helps make teaching a more attractive profession. The author of this paper thinks the teachers enjoy school.

https://www.youtube.com/watch?v=ntdYxqRce_s

Why Education in Finland Works (24/03/2013)

Engaged in problem solving, not in winning arguments.

4.2. Specific ESL didactic:

4.2.1. Dr. Stephen Krashen: Theory of the power of free voluntary reading.¹⁴ He defends this theory with multi-variant data. Spending time on free voluntary reading for pleasure gives excellent results for language acquisition. Given that our students are not native speakers, the author of this essay would provide children with abundant adapted literature always with audio. This will prevent them from making up a pronunciation of their own.

4.2.2. Tim Bedley, veteran of 20 years in the elementary school classroom

This teacher uses power teaching. Even though I feel somewhat reluctant to some of the techniques because children look like kind of a robotic behaviour to me, I like:

-The discipline, probably achieved due partly to that doing together some small sounds and gestures.

-The develop of critical thinking when assessing their written assignments. This assessment is conducted this way:

-The 11 year old girl reads the student's assignment projected on the digital board or similar. She stops at times so that the whole group complete the word she does not say, which promote active learning and speed reading

-The students are required to talk in pairs about what they just read.

- A debate in a big group is conducted. One student speaks previous rising hand, all the others listen.

4.2.3. Paul Nation.¹⁵

Language should be presented always in context, not through isolated words or semantic fields. Literature is a privileged ground to present language in context, in both linguistic and social context. He is in favour of deleting uncommon words while presenting words in slightly new contexts.

Let's take a look at a typical example of starting every lesson with the calendar. There is a risk that if the child hears 'Monday', s/he will doubt among five possible meanings. Five: no school on Saturdays or Sundays, so far. The same thing happens with antonyms, e.g. short/long, fat/thin etc. Given that 'long' is so similar to the Spanish word, wouldn't it be much easier to present that word 'long'-largo-, in a meaningful context, and help the children to find that

¹⁴ KRASHEN, DR. STEPHEN: *The POWER of free voluntary Reading*.

Plenary KOTESOL International Conference 2011

<http://www.youtube.com/watch?v=EXJwGFpCY8>. (06/04/2013)

¹⁵ <http://www.victoria.ac.nz/lals/about/staff/paul-nation> (7/23/2013)

similarity themselves? ‘Short’ can be presented much later, when the confusion is scarcely possible because ‘long’ has been interiorised in several stories/sentences in order to avoid too many associations at the same time. The same happens when teaching the differences between why and because at the same time. Although grammatically may seem correct introducing them in order, for the Spanish learner it is frequently confusing, for a word 'rings a bell' (or rather a *string of bells...*): There are two or more meanings related, similar, opposite...: 'short', ¿significa "corto", o significa "largo" ...? Friday, 'me suena', rings a bell... that it is el nombre de un día, pero ¿de cuál?...

Adapted literature avoids this because words are presented in context.

5. RELATION TO THE ABILITIES A TEACHER SHOULD MASTER NOWADAYS

5.1 Literature and attention to students with specific help needs.

This is an integration School. I will coordinate with the tutor, the language and literature teacher, the pedagogy specialist and the expert in language learning and the psycho-pedagogical team to follow their advice and share information.

As this Unit is about English, I will specify my procedure so far in other educative centres and the measures followed which I will carry out with the tutor and other teachers.

Language is an instrument of inclusion for these children. To optimize it to its best I follow these steps:

To get some information about their languages and stories from their cultures.¹⁶

To make it sure that the teacher’s message is clearly heard: a ‘d’ or a ‘t’, etc.

To accompany the ideas with gestures.

The students sit in such a way that everyone can see my lips and gestures easily, especially one girl with a little hearing handicap.

We tackle the contents through different channels, so that if they don’t grasp it one way, they get it in another.

¹⁶ I remember a supposed problem of dyslexia due to – in my opinion - just the way a letter is written in her mother tongue: ‘d’ as our capital ‘D’.

To reduce the students' stress as much as possible. (Emotional Intelligence Stamateas, Bernardo.¹⁷) (I want them to feel me ever near physically. I hardly ever use the teacher's armchair.)

To observe the social relations within the groups. I group them in such a way that each student gets goals in pairs with every other student from time to time.

To maintain a close relationship with the families through notes etc.¹⁸

5.2 Reading habits in a multicultural school

There are several children whose first language is not Spanish, including a highly motivated Portuguese boy, three Rumanians and two Moroccan children.

The Unit designed for the sixth grade in this School is based on a story from a published book about respect for a Nigerian new girl. The gripping plot is carried out in short chapters, one in Spanish and the following in English. Students need to know and learn English in order to understand the new chapters in English which are a continuation of the gripping previous ones. This story is the main didactic resource used to encourage children to read and think while they improve their reading comprehension in Spanish and English skills at the same time.¹⁹

5.3 Literature and use of CALL. Choose the best audio-visuals tailored to the children academic ad human training as regards universal and cultural values.

5.3.1 Referring to the advantages of using the computer to watch DVDs, there are students who prefer reading the subtitles of DVDs and this is really good because they listen at the same time. Generally speaking it is highly useful both read and listen at the time. We have to be aware of the drawbacks that have the fact that the kid reads a lot but pronouncing internally badly, once and again. Later the victim kid will have double work: To learn the correct pronunciation, (10th objective area) and to forget the wrong one, if he is able to. Let's avoid it by providing **adapted graded literature always with their CDs attached** to them according to each age and English level.

¹⁷ <https://www.youtube.com/watch?v=63zg1X17rSg>

Cómo comunicar eficazmente con el otro (Bernardo Stamateas) #cxocomunic

¹⁸ It is possible to benefit from older brothers or siblings' learning because of helping the youngest. Sometimes they receive materials according to the measures taken in our Community, Castilla León.

¹⁹ <http://www.youtube.com/watch?v=gn-9YngLtnY>

(This is a highly useful video for high achievers on how to improve reading speed.) (20/03/2013)

5.3.2 The teacher must be aware of the **suitable means** being at the school Centre, not just in the classroom, in the library of the Centre and in the city / village/ town, for instance in the public library or the Cultural Centre this academic year 2012-2013 in Miranda de Ebro. We must be able to cater the students' whims if possible. If they feel you really enjoy literature in English, they spot them on your desk, etc., they can feel curiosity and ask questions. That way it is them who take the first step, the teacher just caters, but you have to be prepared for that. If not, they won't bother even to ask you.

5.3.3 In order to improve pronunciation, it is highly advisable for the child to read out from the tale/book and record a short paragraph whose pronunciation by a native English speaker s/he has previously listened to and which is available. Then, the student compares her/ his recorded voice to the one in the CD. This enhances self-confidence. (8th objective area).

It would be advisable that the model paragraph was recorded by a native English speaker in an devise which allows to change the speed. This way, s/he can slow down the natural rhythm if needed, in the same way that a parent speaks slower to help the son to understand. Once the words are correctly pronounced, the student should develop the ability of moving the phonological organs with that little bit more speed of the spoken chain, but without losing clarity and correctness. Later, the children gradually listen to the story at a natural speed or even quicker, as if it was broadcasted on the radio.

6. PROCESS FOLLOWED IN THE DESIGNING OF THIS DOCUMENT.

This document is based on research done on libraries, on the internet, through conversations with experienced teachers and other people belonging to education, and on practice at school.

6.1.-Regarding libraries, in Segovia, resources from the public library, from the teachers training university library, and from CEFIE have been analysed.

6.2 -Many hours on the internet were spent looking for sites related to education and to literature, as well as listening to audio-books in order to have a criteria upon which to form an opinion regarding values about a certain piece of material for children, as famous as it may be.

6.3.- Conversations. I deeply thank my tutor for his ideas and encouragement, as well as Maureen Gardner, David Glinka, Joseph Rabadanne and Teresa Cuervo for their comments and the sharing of their experience.

6.4.- Direct experience with students.

I was not in charge of English as a subject this academic year. However, I taught English in other subjects. Given this situation, what could I do, if I wanted to record my teaching of English as a subject?

The English teacher for the third Cycle lived abroad for 12 years. I told him I usually have a spare hour a week which coincides with the time when he teaches English. He kindly agreed to allow us to teach together. Before each session, I told him what I wished to do. Over time, both of us developed ideas that would be carried out together. I wanted the students to appreciate the real coordination between us. That greatly helped them to take these lessons seriously and make the most of their time.

The implication of this situation was that the activities I had planned for this Unit were not carried out in a row like in a real Unit which would take about two weeks. Instead, these activities were planned, practiced and revised for several weeks. For the most part, I consider it an advantage because the longer time allows for a more realistic and revised plan of the didactic unit. Watching videos of some activities, I realised, for instance, that these students would benefit from a frequent change of activity.

I wanted that my lessons were a continuation and support of the tutor's lessons. For that reason and others, I did not carry out all the activities that I would have liked to. On the other hand, the fact that the English teacher had decided to stop using the text book with the group, made me more comfortable with the idea of using resources of our own.

6.5.- The structure of this paper has been carefully thought over even taking into consideration which language to use: Spanish or English. The register and the best way of conveying ideas clearly have been revised, paying attention to all the written production steps.²⁰

²⁰https://www.murciaeduca.es/cpmastia/aula/archivos/repositorio/0/8/PROGRAMACION_LOE_tercer_ciclo_ingles.pdf page 17 (19/07/2013)

7. DIFFERENT APPROACHES TO THE USE OF LITERATURE IN A LEARNING PROCESS.

7.1 Approach of the use of literature as a tool to develop critical thinking

Any book may be approached from a wide range of angles: examining if it might have been written from a Marxist perspective, or from a feminist one, for example, and questioning assumptions.

With teenagers and students from the third cycle of Primary school, we can do critical analysis²¹ through discussion about the character's decisions and lives. According to Agüera, Isabel, in *Animación a la lectura con Adolescentes*,²² the following steps may be carried out:

- Relate what is being read to reality.
- Prompt questions, dialogue.
- Make up a dialogue from the chapter that has been read.
- Establish relationships with the characters from the book:

After reading the book, to which character would you give a gold medal? Why? Who would you ask for a piece of advice? In your opinion, who should be told off?

7.2 Approach to the use of literature to develop creativity.

There is a site in the UK where a starting point is provided: the first chapter of a possible tale.²³ Children can post the following possible chapters of the story. If they are lucky, the children can even discuss with the author of the book.

Teachers can adapt dialogues from stories for the children to act out. Teachers can use the beautiful plot of the story, and then choose or make up dialogues drawn from the stories. These dialogues should present these traits:

- The teacher pays attention to the points of the story the children liked the most, and puts some of them in a dialogue.
- The sentences contain a high frequency of ideas communicated in real life.

²¹ <http://www.youtube.com/watch?v=Y8umk4w8kB8>

Stephen Brookfield on Creative & Critical Thinking (01/06/2013)

²² Agüera, Isabel, in *Animación a la lectura con Adolescentes*, CCS, 2004

²³ <http://www.bbc.co.uk/cbbc/articles/beaker-storyteller-get-involved> (July 2013)

- The scenes are short. The ideas are expressed with the aid of gestures, with a correct intonation, and if possible, with some comic element, such as a colourful handkerchief for a Nigerian girl.

7.3 Approach to the use of literature individually as a tool for mass input and mechanical exercise of phonetic organs and speaking skills.²⁴

In line with this approach, there is a very efficient technique called Shadow-Reading. The aim is to read at the same time and with the same rhythm and intonation as the native speaker.

So this approach emphasizes the possible use of literature as a means of receiving good input which helps students to acquire patterns as regards the grapheme- phoneme relationship, and the learning through written decoding and aural production.

7.4 Emotional Approach trying to present the authors near to the children

(From notes from a conversation with teacher Rabadanne, J.)

Let children get to know different authors for example, we can start by: where this author was born. Make the students feel closer to the authors such that the author not master, but more like friends. Many of these authors have had a very difficult life, and we can share this fact. We can tell them about the historical setting etc, but it is even more important to look for common grounds with these authors. This encourages the desire to know more about them. For example, if we talk about Dickens, or even Shakespeare. Why did they write this book?... For instance, Dickens tried to portray a city, as well as a country, which he believed contained injustice, poverty and corruption...That's way he writes: as a means of expressing his dissatisfaction with what he saw at the time in London. We can rise the children's awareness. The author's work was related to the world they were living in.

Let's take Cervantes, which kind of childhood did he had?, what kind of problems were there at his time? Many books are mirrors of the writers' hearts and minds. The writers were children once, too.

²⁴ <https://www.youtube.com/watch?v=xYS5RgeI6hI>

English Speaking Practice: How to improve your English Speaking (7/17/2013)Shadow Reading.

8. TYPES OF LITERATURE WHICH ARE MORE SUITABLE FOR THE FIFTH GRADE GROUP OF STUDENTS ADDRESSED AND USING SUGGESTIONS.

8.1. Genre: comics

Comics are definitely fun. They can be highly motivating because it takes a short time to read a comic. The images help to convey/deduce meaning.

- (Editor) Román, Marta (2012): *I love English, Special Literary Comics About Dracula and Tom Sawyer n° 9 (243)*. GREFOL S.A. España.

Suggested use: Make a comic in Arts and Crafts about the whitewashing fence chapter from *The Adventures of Tom Sawyer*.

8.2. Genre: Fantasy

We should be careful that there are not too many made-up words in the books, since the understanding might demand an advanced level according to Maureen Gardner (private conversations).

- Day George, Jessica: *Wednesdays in the Tower*. Bloomsbury Children's Books.

<http://www.deseretnews.com/article/865579399/Wednesdays-in-the-Tower-adventurous-sequel-to-Jessica-Day-Georges-Tuesdays-at-the-Castle.html?pg=all> (14/07/2013)

Suggested use: Make up events in the tower.

- Shurtliff, Liesl (Goodreads Author) (2013): *Rump: The True Story of Rumpelstiltskin*²⁵. Alfred A. Knopf Books for Young Readers.

This book is filled with humour. The main character is Rump. Everybody laughs at him because of his name. He finds out he has a rare gift.

²⁵ <http://www.goodreads.com/user/show/940821-kyle-kimmel>

Suggested use: Even though the addressed age is as low as 8 year old for native learners, the theme can be emotionally appealing to fifth grade students.

-William Alexander (2013): *Ghoulish Song*. Margaret K. McElderry Books.

This is about a girl who loses her shadow after playing a mysterious recorder. Then, people from her culture think she is dead. There is a risk of flood.

A comment taking into account educational value and language is given on this site:

<http://www.commonensemedia.org/book-reviews/ghoulish-song> (12/07/2013)

-Retold by: Wang, Gia-Zhen. Translated by Kung, Annie: *Auntie Tigress and Other Favourite Chinese Folktales*. Purple Bear Books, New York.

Suggested use: Third cycle children can use Wang, Eva's beautiful illustrations to have an insight into Chinese folklore.

8.3. Educational books for bilingual sections

Children can learn about different subjects/topics.

A good example of this is the book:

-Clever, Katja & Bk, Blanca (2009): *Manuela En El Museo / In The Art Gallery*, Ediciones Buchman. (Including audio CD)

There, Manuela tells about her visit to an art gallery. The book is nicely illustrated and the children learn real things about how an art gallery works. Key words given are: token, security guard, and barrier. The text is written in the first person by a girl who does not just present paintings, but also shares feelings, and this creates connection and empathy with the young readers.

- Reece, Gordon (2010): *El viaje a Escocia*. Macmillan Iberia S.A. China.

Though the text is written mostly in Spanish, there are speech bubbles in English on every page. The illustrations are colourful and portray famous features of Scotland. The book is quite easy to follow and therefore is an accessible and entertaining learning tool.

Suggested use: Some children may take three issues home and share in the classroom, encouraging others to do the same.

A poster is made with the information from the book.

- Reece, Gordon (2008): *En Londres*. Macmillan Iberia S.A. China.

This is a good short book to review ‘who, what, which, how long’ in context. The illustrations are realistic and have a touch of humour. There is a map of London on the back cover portraying Cleopatra’s Needle, Wembley Stadium, Buckingham Palace, The British Museum, Trafalgar Square, St Paul’s Cathedral, Big Ben, the Tower of London, Tower Bridge, and The London Eye.

Suggested use: Acting out of the speech bubbles using paintings made in Arts and Crafts and/or posters, or a projector of images from the internet.

8.4. Tales set in the contemporary age, presenting some fantasy elements while educating in values.

Good example of this type are:

- ***Cuentos Bilingües. Océano.***

A humorous story about a clumsy student wizard who misspells everything, with unpredictable outcomes.

There are two CDs attached, including activities such as word association, letter jam, word chains, letter soup and incomplete sentences.

Suggested use: The children borrow the book and use it at home as a way of developing self-study. The teacher gives credit for the time spent on it.

- **J.P. Paez, Andrés (2006): *Good Fredy*. Alva Graf S.L.**

A student literally as rare as a green bud, but clever enough to invent a flying device, is the one who saves a little girl. When she is about to fall off a cliff, he passes by with his flying device and saves her.

Regarding the presentation of language, the English translation is given after each sentence, which makes it more didactic. This book would be excellent if it included the audio. If used, the teacher might ask for permission from the publishers to record the text. Some of our children might regard this story as childish. As teachers we can still use it by telling them to read it in order to *re-tell it to younger students*.

While this book can be used to help the children to develop empathy towards ‘different’ people in a multicultural society like ours, there are, however, more complex, longer and more attractive books for this age, such as:

- Casaldarrey, Fina. (2006): *SILENCE! El lago de las niñas mudas*. Ediciones SM Barco de Vapor.

The plot and possible use of this book are described in detail in the Unit included in this paper.

- Scagliotti, Loti: *They say, he said, she said*. Handerville S.A. China.

This is a modern version of the classic tale about the rumour of the hen who laid one thousand golden eggs in a single night, so this story deals with bits of misinformation which become absurd, and how we should be careful with that.

Suggested use: This little book is good for re-telling because in order to do so the children have to use several verb tenses.

8.5. Picture books.

(Books where illustrations have a main role.)

-Dav Pilkey (1996): *Paperboy*.

Pilkey uses acrylic paintings to illustrate the story conveying contrast through the colour.²⁶

- Traditional tales about romance in far away cultures, which present values.

The following are set in Perú, and other esoteric places. They are fantastically illustrated by the famous Domènec Bladé I Piyol, who delights with visual pictures as beautiful as dreams. This visual backup might be really useful for arts and crafts for children this age, third Cycle: 10-12 year olds.

Translated and adapted to English by Long, Robert: *The Princess and the Lion*, DIDACO,S.A.

The values presented in this book are: being careful with what you say you will do, and loyalty in friendship to the point of picking up little feathers as long as needed, which results in happiness ever after. Suitable for Primary school children who see that effort has a good outcome.

-Translated and adapted to English by Long, Robert: *Aztec Legend*, DIDACO,S.A.

This book has a tint of sadness but still deals with appealing topics for third cycle students who are 10-12 year olds. The topic is a hidden romance which ends badly due to deceiving warriors. Here the morals addressed are significant. The end is quite sad, yet hopeful, since the ‘spirits’ of both youngsters in love will be together forever, despite the death of the beautiful woman. This story reminds us of *Romeo and Juliet*., However, this theme being so universal, who would dare

²⁶ <http://www.education.wisc.edu/ccbc/books/detailBook.asp?idBooks=477>

to say which story was the first one, or that one author copied the other? In the end, love triumphs, and that is a positive message which any teenager will be pleased to hear.

-Translated and adapted to English by Long, Robert: *The Nightingale of China*, DIDACO,S.A.

This is a lovely legend where a selfish emperor does not want the people to enjoy what he cannot. In his case, as he is deaf, he forbids his kingdom to enjoy birds singing. The emperor's daughter, however, secretly enjoys a little nightingale's singing.

When her father finds out, he expels the little bird, of course. As a result of this, the little girl falls badly ill longing for the bird's singing, while a doctor tells the emperor that he would be cured of his deafness by a warm nightingale's heart. The emperor thinks his daughter will get better if he is cured. Here, a stormy situation with a mixture of feelings develops, in which it seems impossible to be good to everyone without hurting someone along the way.

The outcome is a relief for the reader of this age, since, when the nightingale volunteers to give his heart, the emperor is moved and just brings him to his daughter. She heals and the emperor finally understands that one cannot be happy by preventing others from enjoying what you cannot, but instead from sharing happiness with those around you.

- Translated and adapted to English by Long, Robert: *The Stork Caliph*, DIDACO, S.A.

In a desperate situation, the main characters are able to keep calm and listen. This way, they get the magic word they need to brake their spell and recover their human form.

8.6. Historical books.

There are stories from which the children learn about the historical background in which the stories are set. Some examples are:

- Díez Montes, Jose María, and Heras, Roberto (2008): *Marcelo, The Little Builder*.

Gráficas Campher.

Marcelo, The Little Builder, is set ten centuries ago in the Palentine Mountains. Children can learn about the Romanesque style.

The story is written in Spanish. In order to read it in English, the children can turn the book upside down and start reading from the last page, where the same story is written in English.

- **Lerangis, Peter, and Reagan, Mike Reagan (Illustrator) (2013): *The Colossus Rises* (Seven Wonders #1.) HarperCollins.**

Plot: Soon, Jack will die, unless he finds 'seven magic loculi' hidden in the seven wonders of creation.

8.7. Literature which uses personification in adventure:

-**Beidaghi, Hamid Reza (2003): *The Unhappy Turtle*. Shinseden Limited.**

The little turtle is unhappy because she cannot fly, hop, or swim. A magic well provides her with the means to do all that. Then she goes through the pleasures and dangers attached to being a bird, a rabbit, and a fish.

-Suggested use: Make a kamishibai. The third cycle students tell the tale to the youngest children.

- **Dick King-Smith (1988): *Martin's Mice*²⁷. Yearling.**

This is about a naive kitten who adopts a pregnant mouse. He is told off by his mother because he likes mice, but this father respects his love for mice, his being different. Some adventures unfold until Martin himself gets caught and goes through what it is to be a pet without freedom. There is humour throughout the book.

The critic *Larullo* commented:

The only negative thing I can say is that at the end Martin gets revenge...It made us laugh, but I'm not completely sure I want to teach my children that they should hit or intimidate those who bully them...but I'm also not sure that one page of this type of behaviour in a book full of the same character being sweet and kind is really going to teach them that...

Cats and mice seem to hold a special attraction for children:

Geronimo Stilton is a series of books featuring a mouse called Geronimo Stilton. Even though it is recommended for up to ten year olds, some 11 year olds could find them delicious reading.

-**Elisabetta Dam (2000 on): *Geronimo Stilton*. Edizioni Piemme.**

²⁷ http://www.goodreads.com/book/show/970875.Martin_s_Mice (7/12/2013)

- **Hernández Luján, Alicia: *The Tikis-Mikis of Garonte Land*. Nova Galicia Edicións, Vigo.**

Tikis-Mikis are weird creatures which always frown and complain until one of them is saved. Then, a Tikis-Mikis, a female, cannot help but break into wide wonderful smile which, fortunately, is learned by the rest of the community.

- Suggested use: Complaining about everything is a feature more likely to be found in some critical third cycle students than in the little ones. Make a kamishibai. The third cycle students tell the tale to the youngest children and both benefit from the message.

- **Roald Dahl (1980): *The Twits*. Jonathan Cape.**

This book is about a hideous couple who finally end up shrinking to nothing, as the post made the wife believe that was happening to her.

8.9 Literature which presents values (Useful for aim 5 of the modified subject about citizenship and human Rights.)

- **Nkiyasi Helm 28 (2013): *The day before yesterday*. Editor: Parablist Publishing House, Inc (23 de marzo de 2013)**

Plot: Blind Mike is bullied at school.

Suggested use: Make a role play to develop empathy.

9. DESIGN OF A DIDACTIC UNIT ADAPTED TO A SPECIFIC CONTEXT

This Unit is the result of my previous experience as a tutor and English teacher, of the coordination with this workmate to whom I am deeply thankful, and of the improvements I would implement in the Unit. The Unit contains elements from what has actually been done in a fifth grade this past academic year, and from what I would do if I were the one in charge of the English subject in an integration fifth grade group with the same low level but good overall capacity for languages.

²⁸ <http://vimeo.com/64658771> Young, Gifted, & BLESSED! Young Author Nkiyasi Helm & Father (Inventor) Robert Helm (7/20/2013)

UNIT 9 ‘SILENCE. El lago de las niñas mudas.’

Timing: 14th - 28th February 2014: 7 sessions 60 minutes each, plus a session where the English teacher will help the children to produce with technology that is a measure implemented in the school’s document Innovative Plan to use Technology to Communicate.

School: Bilingual Integration School in a town of 50.000 inhabitants.

TARGET GROUP: 5th Grade.

There are 12 girls and 12 boys, including 2 Portuguese, 2 Ecuatorians, 2 Morrocans, 3 Rumanians, 3 boys with aggressive tendencies, 2 defiant girls, 2 boys who have remained in the same course, and 2 newcomers.

There are two highly motivated "A" students.

Several children have very difficult backgrounds. Sports, especially soccer and making human figures in pairs and groups, are two remarkable ways of getting them closer and developing a sense of belonging to a social group.

ACADEMIC LEVEL: There are 3 levels. There are two highly motivated students: a Portuguese and a Romanian. The real medium level regarding production is that of a third grader, whereas their interests are those of their age which will be taken into account. The input they are receiving in science is from the 5 science book Oxford which is very high also.

GENERAL AIMS

- To motivate the students to want to learn English.
- To develop the competence to learn how to learn (Especially, English.)
- To develop attitudes and skills which improve social relationships with their classmates and others.
- To progress in communicative competence.

In order to achieve those aims, the main resources for these two weeks present some universal values. Students will do activities with an introductory video showing the tale The Four Friends. The Unit will go on covering two short chapters of a renowned book about a Nigerian girl who suffers from bullying. The book presents the topic of bullying in a gripping, non-lecturing way. The students with the teacher will put ideas from the two chapters into a short skit by making up several dialogues. The students will record and upload them to our virtual room of the group. This virtual room will depend on the school web-site directly.

<p>Objective Stage: N</p> <p>Affective capacities</p> <p>Related to</p> <p>Sub-Competences</p> <p>5a,b,c.,8a,b,9a,b,c,d.</p> <p>(Check annex 2)</p>	<p>Related especially to general objectives area 2,3,4,10</p> <p>- To foster interaction (aim 3) by using non-linguistic elements (aim 2) in drama and communicating to English-speaking children using a safe program for conversing online.</p> <p>- To cooperate writing texts (aim 4) in a direct speech and in bubbles.</p> <p>-To finish acquiring an understandable pronunciation (part of aim 10) of all the sounds for consonants and consonant clusters.</p>		
<p>Block 1</p> <p>Listen, talk and converse.</p>	<p>Listening to <i>The Four Friends</i> video</p> <p>Let the students choose out of nine songs downloaded.</p> <p>Listening to the short scenes acted out by the two teachers.</p> <p>Acting out short scenes.</p>		
<p>Block 2</p> <p>Read and write.</p>	<p>Reading aloud subtitles of my slides for ‘The hardworking little donkey.’</p> <p>Reading a letter in English out of Casaldarrey, Fina. 2006. <i>SILENCE! El lago de las niñas mudas</i>, Ediciones SM Barco de Vapor</p> <p>Writing the key words and the dialogues.</p> <p>Practicing the technique ‘Shadow Reading’.</p>		
<p>Block 3</p> <p>- Language knowledge.</p>	<p>Vocabulary</p> <p>Basic vocabulary to review and learn (page 63, chapter 10):</p> <p><i>think, time, table, paper,</i></p>	<p>Grammar</p> <p>Personal pronouns</p>	<p>Phonetics</p> <p><i>s</i> in third person.</p> <p>Pronunciation of</p> <p><i>j /g</i></p>

<p>- Learning to learn English.</p>	<p><i>hands, friends, boys, girls, presents, pictures of apples, draw, love song, find, can, remember, attractive, hair, reason, take part, school party, react, cry, things, happen, morning, clean, city, long, early, skin, new, more, car, minutes, later, all, appear, white, cake, big, circle, middle, want, play, run, stay, shout, say, there is, water, kiss.</i></p> <p>Related to character.</p> <p><i>Great! / It's a pity.</i></p>	<p>Possessive with apostrophe:</p> <p><i>Severo's poem</i></p> <p><i>What/ that</i></p>	<p>Pronunciation tricks corner: Notice the <i>i</i>: in bee, beet, beetle, feet, meet, cheese, see, knee, feet, -teen, scene, seed,</p> <p>High achievers: seem, seek...</p>
<p>- To compare some structures to Spanish tongue and sharing tricks to learning how to learn English. (Aim 9 in 40/2007 for CyL aims for English Area.)</p>			
<p>Block 4: Socio-cultural aspects and intercultural awareness/values.</p>	<p>The right to make mistakes, and the responsibility to learn from them.</p> <p>Kindness to new people in the classroom.</p> <p>British politeness and indirectness.</p>		
<p>Assessment criteria</p>	<p>- Be able to interact using non-linguistic elements in drama.</p> <p>- Be able to incorporate writing texts in a direct speech and in bubbles.</p> <p>- Be able to pronounce all the sounds for consonants and consonant clusters in an understandable way so that the message gets across.</p>		

Materials:

- Book. Casaldarrey, Fina. (2006). SILENCE! El lago de las niñas mudas Ediciones SM Barco de Vapor. (Chapter nine already covered in Spanish subject class is used as reference to make up dialogues, and chapter ten in English covered in this unit.)

- My presentation: *'The hardworking little donkey.'*

Dialogues created by the author of this Planning and recorded by an English speaking person from near Birmingham.

- Video. <http://www.youtube.com/watch?v=lcwT3sdW960> The Four Friends

The lyrics are highlighted just when said out loud.

-For both highly motivated students: Brothers Grimm videos showing the tale: Grimms' Fairy Tales Mother Holle (Free Audiobook for Children and Kids, in the English Language)

-Three pens, one of them green, one red.

Introduction: Proactive methodology

The children develop cooperative skills if they are given chances to practice interaction. For instance:

-Promote their sense of being a group. When the author of this assignment was about to go back to the classroom after a PE lesson she made the children shout: We are a team! We are champions!

- A pair may summarize what we did last session, one idea each.

- Another pair may read a text, one sentence each.

- Some students may explain something new that we are doing.

-There are activities whose aim is to get points **for the whole group**: let's see how many points you get in three minutes! And for each correct answer a point is marked on the board.

The teacher has a green crayon and the list of students always on hand because there are very competitive students who like immediate acknowledgement of their credits, but the activity's aim is for the whole group to feel proud and become closer.

The students may be encouraged with expressions like these:

_ You beat your own record today! Twenty five points! Five more than last time!

If two students write down the scores on a big calendar they motivate themselves to do better next time, and they keep a track of their progress. We as teachers may conduct the games in such a way that everyone feels good sometime during the games.

- Even when it comes to discipline, we can develop collaboration. One of my punishments is this: Situation: one child said a bad Word, the other answered back with a real punch.

-As soon as you both write down five good qualities about your mate, you can go to the playground. Physical traits don't count. (Don't write about them)

They are so willing, so eager to play football that a healthy brainstorming is pushed. And, generally both are scoring together but with a new bond: their self-esteem and friendship grow.

This is motivating.

Let us move on to describing how this unit will be carried out.

9.1. FIRST SESSION

Mainly aimed to check level of the group using images.

All students will be involved in the same activities but in such a way that they themselves can try different levels of learning.

1st / Bingo:

Timing: About 20 minutes.

Children play in pairs with someone nearby in the class.

Before starting, we review which word we have agreed to that relates to which picture.

Students with visual intelligence are glad to see if the picture is repeated on their sheet of paper so they can cover two or more pictures in a go.

Not very much time is given, nor is repetition allowed, so that students have to pay attention.

Everything students can do on their own, they are allowed and encouraged to do. So, if a student wants to lead the bingo, even with some help, s/he is allowed to. If necessary, his/her pronunciation is gently corrected.

Some photocopies with pictures for bingo will have been handed out in the previous session by several volunteers.

The photocopy can be like the one presented on the next page, with those pictures and/or similar.

- Tell them to make a little dictionary of fifteen words for fifteen images that they choose.
- They may write the translation by the key words on strips of papers, and make up a sentence on the other side of each paper.

For instance: When I come to work, I come by car.

- She is really sad. She is crying.
- At PE lessons we practice balance.
- She is beautiful!
- He loves dancing to the music.
- There are things at school. We write on paper.
- Magicians use their hands.

- They are friends.
- Do you like painting mandalas?

Notice that in this way, although it would be enough to hear just the word *hands*, the students with a higher level can understand more, and everyone benefits from trying to listen to longer input.

2nd / Video

Timing: about 25 minutes.

The main advantage of this video is that the reading of subtitles is well synchronized. Moreover, each word is highlighted the moment the students listen to it.

1. Teacher: 'I'm going to say some words. Those who understand me, just raise your hand.'

The teacher or even better, a student who pronounces correctly, will say easy, highly common words to encourage them e.g. 'trees', 'bushes', 'plants' etc.

2. The teacher will explain what comes next, 'I'm going to read this short paragraph from here to here.'

- *Is everybody on (...)?* that page and paragraph. Allow them to help each other.

Then, the text is covered sentence by sentence. A sentence is read, pronounced, and then, translated.

(The students are helped if necessary. However, they have to develop the ability to deduce from their background knowledge and from the cultural and linguistic context.)

3. Finally, a student reads it aloud alone. His/her voice is **recorded** and we all listen to it.

Some students read one sentence, others another. Every one of them participates at least one time during the class. The teacher may write a mark to make it sure nobody is left out or forgotten when the students freely address others to go on doing something else.

<http://recursostic.educacion.es/bancoimagenes/web/>

(Example of possible page to be used in Bingo game.):



29



30



31



32



6



5



8



7

Once the students are able to both recognize and produce the words with pictures orally, we will carry out activities at a sentence level related to Amina in the following second lesson.

Explaining homework [4]

Timing: About 10 minutes.

The time spent on English at home will be about 15 minutes on the whole, including science. This will be done on a daily basis except one day a week: Sunday or Friday. However, the teachers will have to be careful that the children have some extra time, within that 15 daily minutes, to spend time as they want to. For that reason, the teacher usually starts each session talking individually with part of the students, a different part of the group each day. This way some time is spent on building rapport face to face, getting to know each student's interests and giving credit for effort.

All the students are quickly asked about homework at the beginning of each session, and a mark is put on the list accordingly. (The students love counting the green smiles). Besides, some of them, due to time restraints, are actually asked about what they did with the extra-time to be spent on their own. One session, some are addressed, another session, others are addressed, or some of the previous ones as well, for the children keep on doing both because of intrinsic motivation and just in case the teacher asks them. Well, as recommended by Dr. Krashen, stress is lowered as much as possible.³³

9.2. SECOND SESSION

Presenting new language through theatre

1st (Timing: about ten minutes.) The teacher talks individually with some of the students while the others work individually and silently on their laptops. One day some students are targeted, other day, others. The teacher takes some quick notes for everyone to feel cared for and addressed. The teacher asks about what the student made at home for credits, showing interest for drawing green smiles or positive signs in the list, more than showing a willingness to compare and grade.

2nd (Timing: about 30 minutes) : The students are asked about **chapter nine** which they covered with the Spanish language teacher the day before yesterday.

³³ When learners are bored, angry, frustrated, nervous, unmotivated or stressed, they may not be receptive to language input and so they 'screen' the input.
<http://bogglesworldesl.com/glossary/affectivefilterhypothesis.htm> (ESL Glossary)

This chapter is written in Spanish. It motivates them to want to understand the next chapter, which is written in English and is covered in this unit.

The students take turns, one by one in a big group, suggest ideas of possible dialogues from chapter nine which they would like to know how to say in Spanish.

The ideas are written down as a brainstorming. They are projected on the Digital Board for all the students to see. Then, when the text suggested by the group is on the screen, ideas are tactfully edited and corrected looking for a good communication that is as natural as possible.

Now that the group has their made up dialogue, the student without permission to be recorded, uses a Sony digital camera to record the teachers' acting out of the dialogue made as a big group.

The students are told to pay attention because they will act it out some other day, and they will have to know how to say each idea. If they learn it by heart, that is fine. If they need a paper, that is okay too.

Finally, students write down some of the lines according to their level. Now, they copy from the Digital screen in their laptops or their notebooks if some of them are too slow at typing. The text will be sent to their Network XXI laptops for them to have it completed.

3rd . (Timing: about 10 minutes) The students receive three sheets of paper with drawings. The drawings show words the students are covering in some area, or they will read in the chapter. They must review or learn these words after reading chapter 9 in Spanish, in Spanish class, and before reading the letter in English. They are informed that these are the key words they need in order to understand Amina's letter to Edu. During the first session of the unit some time will be spent on asking the students, - What they think they can do with those pictures to learn English.

- What English words those pictures evoke in their minds.

After this, both teachers complete their ideas with regard to how to benefit from the pictures. For instance, cutting them out and writing the meaning on the back, and possible questions to play with a classmate at a bus stop, etc.

Didactic resource:

- Book: Casaldarrey, Fina.(2006). *SILENCE! El lago de las niñas mudas*, Ediciones SM Barco de Vapor.

- **Possible scenes to act out after a short reminder in Spanish of chapter 9 (the one already covered in language and literature subject by the teacher in Spanish, because it is written in Spanish).**

-Sound file with the recording of the adapted dialogues for the scenes.

(The author of this paper created those dialogues but she asked a British acquaintance to record them in such a way that it is feasible to send it to other laptops.)

SCENES

Scene a.

- Are you hungry? Tough!

Scene b.

• Amina, what's that?

_ - It's Severo's poem.

- Aha, you have (got) a poem. Do you want to sing?

- Yes, I do. Yo cantarlo para todos.

- Ok, go ahead!

(...)

- Thank you, 'monito'".

Scene c.

Student D: What can you see?

St E: The principal! Severo is out!

St F: We have to do something for Amina. A party!

Both teachers will act out each scene.

'Amina' is wearing a colourful handkerchief.

Then they repeat each sentence after the teachers, copying or making up gestures which have to do with the meaning. They repeat it together as a group/individually

After each sentence is correctly pronounced, teachers help students to guess from the context the meaning of the sentence. They can draw meaning not only from our gestures, but from their existing knowledge of the story in Spanish.

After the sentences have been said out loud as a group and translated as a class, some students in pairs or threes come to the board to act out each scene.

The students spend the last ten minutes copying the sentences in their notebooks and asking questions if they have doubts with regard to the translation.

4th (Timing: about 10 minutes) Homework is explained and doubts solved.

The students will review the acting out on the blog, while reading the dialogue that the teachers acted out.

The students will review the acting out on the blog, while reading the dialogue that the teachers acted out. Besides the children will do one of these pages:

(For High achievers.)

Amina.

Translate:

¿Tienes hambre? Peor para ti!

Amina, ¿Qué es eso?

- Es el poema de severo.
- Aha, tienes un poema. Quieres cantarlo?
- Sí.



- ³⁴ Vale, ¡venga / adelante!

- ¿Qué puedes ver?
- El director. Severo lo lleva claro.
- Tenemos que hacer algo por Amina, una fiesta.

(The last session, the following will be the Exam for low achievers:)

MISSING WORDS AND OTHERS: (Maybe it is written in capital letter and you need to write it down in.....or viceversa.)

³⁴ ⁴ Girl from Mozambique. Nacala, Mozambique. Photographer: *Manuel Velo Martínez*

Go, Severo's, out, paper, I do, What, to do

- Amina, what's that?

_ It's _____ poem.

- Aha, you have (got) a poem. Do you want to sing?
- Yes, _____. Yo cantarlo para todos.
- Ok,ahead!



(...)

- Thank you, "monito".

Scene c.

Student D: _____ can you see?

St E: The principal! Severo is _____ !

St F: We have _____ something for Amina, a party.

Homework for most of the Group:

The previous one just without the scrambled words as an aid.

9.3. THIRD SESSION.

Mainly, the aim is to evaluate the students' ability to learn, their interest and effort by means of a written and oral individual exam.

(This Unit was designed by a supporting teacher, the author of this paper. She went with this group just twice a week regarding English as a subject, and science. For that reason there are more evaluation activities: for the helper teacher to have a more accurate idea about these children's skills, not just their academic level, but what they would be able to learn and how they learned. This was not about 'marking', but above all, about being able to help better.)

Items for this day's assessment:

Competence to communicate ideas of the story even paraphrasing

Pronunciation

Spelling

Assessment:

- The children are told to write what they can. They are told that some sentences will be said just once, so they have to be quiet. If they do not know everything, they should give it a try, and at least write some words or even letters. They are also told that the test is oral as well: When the students review their written tests, the teacher asks them individually to read in a low voice what they just wrote.
- The teacher says, "First."
- The students write 1 for the first translation.
- The teacher reads the first sentence in Spanish. The children translate it into English right then. Some time is given to do this.
- This goes on with the rest of the sentences.
- The last sentence is dictated.
- The students review their work in complete silence. If someone speaks, the teacher writes a mark on the exam which can be a 't' for 'talking'.

The students are told to:

- Review their work.
- To add 'other words you know' - for them to convey what other words they have learned.
- Meanwhile, while they review their work or add words just in English, the teacher asks the students to read what they have written. An orange crayon is used to mark the good pronunciation of a word.

Two teachers were in this session reserved for evaluation. One teacher told the students the aim of this activity was to check how much they could learn and how they could help

the ones who needed it more. The other teacher added that those students who show they had learned and studied at home get special credit for that.

The tests are collected and the exam is corrected. A student is told to translate and so on. The teacher writes the sentences on the board, erasing the sentence translated.

Later, after this session, the author of this assignment checked all the tests and counted the words the students had written down in about 50 minutes, to try to check the fluency of words in the students' minds. Every word that makes sense is counted, even if misspelt.

9.4. FOURTH SESSION. (Reinforced by the extra one at ICT classroom as part of the Innovative Plan to use ICT to communicate.)

Basic vocabulary to review and learn (page 63, chapter 10) in this session:

Think, time, table, paper, hands, friends, boys, girls, presents, pictures of apples, draw, love song, find, can, remember, attractive, hair, reason, take part, school party, react, cry, things, happen, morning, clean, city, long, early, skin, new, more, car, minutes later, all, appear, white, cake, big circle, middle, want, play, run, stay, shout, say, there is, water, kiss.

1st (Timing: about ten minutes.) The teacher talks individually with some of the students while the others work individually and silently on their laptops.

2nd (Timing: about 30'') The students act out the dialogues presented in the second session.³⁵

(Students are arranged in three groups of six. A student who correctly repeats the pronunciation of these dialogues is placed in each group.)

The possible roles are written on small pieces of paper. The students may choose roles or choose them at random.

If the students feel like it, they can act it out again, swapping roles.

3rd (Timing: about 10'') Presentation of new expressions through a play carried out by the two teachers.

³⁵Example of prized recordings:

http://ceipraimundodemiguel.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=28&wid_item=147

4th Homework explaining (Timing about 10”). The students are told to start taking a look to the songs uploaded in their virtual room and choose two of them. They are told to write their likings on the virtual room for the teacher to see it and prepare activities with it for the next Unit.

The students will play at home to act out after re-watching the teachers’ actings out on the classroom blog.³⁶

9.5. FIFTH SESSION

1st Cross and Knots.

Timing: About 15 min:

9 students are cross, nine are knots.

The teacher hands out laminated cards.

The teacher asks questions. If the student knows the answer, s/he receives a card.

Each has a word on it. Part of that word is underlined. On the back of the card the sound of the underlined part is presented between slashes.

The first one who guesses a number chosen by the teacher, (just between numbers one and two.) starts the game.

S/he chooses a sound presented on the table for playing. If the sound is /ai/, the team has to say a word which contains that sound. If they do not know, the other team can give it a try.

As soon as a line is complete, the team that made it, wins.

2nd activity.

(Timing: about 15 minutes):

Review of the previous content from Amina story and drilling of the structures changing just a word.

1st. The teacher says words and expressions in English. The single words are to cater to the lowest levels and motivate all the students. The words and expressions are mingled so that everyone knows something from time to time, and that keeps them paying attention.

2nd. The teacher now says that we will do it in the reverse way: The teacher says some things in Spanish and they translate into English. A green crayon is always held by the teacher who has the list of students on hand.

³⁶ Having the homework mainly consist of oral tasks prevents students from making up pronunciation of their own. This unfortunate inventing of bad pronunciation which may be assimilated with internal repetition can happen if they write words or sentences whose pronunciation they do not remember. Then, they may read as if it were Spanish, or following patterns which apply to some English words but not to those.

3rd. There is some drilling changing just a word, such as the verb. First the teacher speaks in English and those who understand, raise their hand, and then the teacher demands pure translation.

¿Puedes cantar?, ¿Puedes cantar una canción? ¿Puedes escribir un poema? Etc.

Last part of the lesson:

To explain the gap filling exercises for home.

I explain to them why they are to do them without cheating.

3rd activity.

(Timing: about 10 minutes):

Exposure to key words from the new chapter and review of words already covered in English or in other areas, such as PE.

Review of the structures covered in the dialogues during the previous two days by changing a word for one of the words from the bingo sheets.

Acting out of scene D:

Narrator: Severo grasps Amina's hand and sings (make the student improvise): 'Yo tb soy Africana!'

Severo: It is true! Her hand doesn't stain...

4th (About ten minutes.) Reminding of tomorrow test and answering of questions.

9.6. SIXTH SESSION

Exam about the whole Unit the way it is described in the third session.

We evaluate the language of the whole Unit by means of an individual written exam and by theatre, as described in the third session.

There is Filling-the-gap exercises adapted for three levels.

The activities are planned in such a way that the same activity is useful for different levels. For instance, there will be three different levels of gap filling exercises:

- a) The student chooses to receive no clues at all of possible words for the gaps.
- b) The student chooses to take a look at the original text.
- c) The student asks for a list of scrambled words for the gap filling.

Timing: The last 10 minutes of the session: the exams are collected and handed out at random by several volunteers. The closed-answered exercises are corrected. Just a green or red mark is

put on the paper, not the whole answer. (The students themselves will find the complete answers and write them in their notebooks at home, not on the exam.)

9.7. SEVENTH SESSION.

1st (Timing: about 10’’)

The teacher talks individually with some of the students while the others work individually and silently on their laptops.

2nd (Timing: about 40’’)

If any child did not pass yesterday's test, s/he will be given a chance again. Meanwhile, the rest of the students will be presented with extra materials to expand their knowledge.

Presentation and choosing of extra materials to borrow.

We leave it up to the students to choose new books to borrow for a week.

Every child reads a couple of sentences to the teacher who may record them if the child agrees to have it recorded. Meanwhile, the other children review what they read at home. They review with their headphones on. Each of them reviews the tale/book s/he borrowed.

A child hands out photocopies of a short comic for the children to read in a group. They listen to it as explained previously in other sections. This reading is an activity as a whole group. Some questions to check understanding are made up by the children.

Sometimes, the children are required to take some notes, just of three or four key words, in order to develop techniques to learn how to learn.

Third part:

- The children would bring earphones so that they can hear the reading in English while they took a look at/in the book.
- When the teacher says ‘change!’, the children pass his/her book to the next child.
- They have to use full time because the word ‘change!’ is said every five minutes approximately.

The teacher has already made a list with all the book references she brings to the group. When a child decides to borrow one, the teacher writes his/her name with a pencil just by that reference of the book.

In the same way, the teacher crosses out the names of the students who have returned their loaned books.

This way:

- The teacher knows which books were borrowed, and by whom. By each title of the book there is room for several possible names.

The exams, already graded though never on the test itself to avoid comparisons, will be given to each child for them and their parents to see. Some quick individual notes have been written on them as formative evaluation.

3rd (Timing: About 10 minutes.)

The students are asked to answer some questions about the Unit anonymously. The questions are designed to measure the effectiveness of the teaching. They are told the name and topic of the next Unit for them to research. This research may be done in Spanish or looking for videos in English. Searching from information written in English which lacks audio is not recommended just in case they invent pronunciation when practicing ‘extensive reading’ or ‘skimming’ without audio.

9.8. ASSESSMENT.

The current legislation for our Community Castilla y León places an importance on receptive skills and on developing children’s key competences for life. (Zabala)
This is taking into account when evaluating students.

40% comprehension of texts which are read aloud at the same time, or videos with subtitles.

The children themselves will make up comprehension tables or comprehension questions.

All the questions included in the final exam of the sixth session have already been covered. This is to avoid unfair surprises.

30% Initiative and collaboration. Daily participation in the class and personal management of time at home, looking for their own *cup of tea* regarding English to motivate themselves and share ideas, sites, songs in the class and/ or the virtual classroom.

The children can tell the teacher or write on the exam ‘other things you know’ from songs they are learning, games they are playing, etc., and all that counts as well, as long as there is a progress.

20% Oral expression: 10% understandable pronunciation, 10% fluency - trying to communicate though mistakes are made.

Each child will read some sentences in a low voice on the test day which will be evaluated.

However, the teacher will already have taken some notes from the drilling exercises after the videos, the acting out and from the reading out loud. This is useful as formative evaluation to help the children progress and see where each one needs more help. They will receive feedback as well not just regarding the 44 phonemes, but

extra linguistic elements, social skills and **key competences for life**. This way each child will be glad about those skills which make him/her unique and valuable to society.

10% Written expression: The children themselves will make up Fill in the Gaps exercises of three different levels for the exam on the sixth session.

The dialogues and comprehension tables that the children make up and are corrected before the text day, are more difficult and they give the teacher an idea about the accuracy regarding word order. However the final test will include just filling in the gap exercises, so the children can focus their efforts on active listening (frequently while reading), and participation, since they know these count more in the total score. While the children make up their questions for their own exams, they are practicing grammar, and with a motivating goal: *how are we going to fail an exam made by us?...* The teacher is a guide and helps them correct those questions and stick to commonly used language to develop communicative competence.

9.9. Attention to diversity

- As repeated all throughout the Unit, **coordination** is key: coordination tutor- teachers, coordination with the speech expert, the psycho-therapist, the psychological team, the management team and parents. (Shared Effort Principle: LOE).

- Looking for **common grounds** to get along with each student. Even if the teacher goes to ten Groups, s/he must know each student as much as possible. In the specific cases of this group, music is glue for gypsy children. In this situation, the teacher took guitar lessons once a week. Many breaks she was required by students to go and clap and sing with them for she had been listened singing when going up or downstairs.

Other common ground is Arts. Some children were really creative and the teacher went to the Cultural Centre to provide them with extra books. When a child has difficulties in Math, but he is good at drawing, that sense of humiliation softens and the relationships improve, because each child makes peace with him/herself and is happier.

- **Spending time** on reading files to know about the mother tongue, personal backgrounds, without labelling, possible personal needs like a disability of 30% impaired hearing.

- **Learning in Group.** Students with a lower level never work alone in this Unit. They are never told to focus on a different sheet which, on top of everything, is mute. All the students listen to the same text and participate. However, the same learning is not demanded of all as broadly already explained.

-The **more interested or capable** students are offered, without any pressure, different extra materials with the attached CDs for them to choose something they like. They are never

examined about the extra knowledge, but they may add 'other things you know' in the written exams, for them to enjoy showing off some of their extra learning.

10. ANALISYS OF THE CHANCES AND LIMITS OF THIS PROJECT AND ITS OUTCOME

This paper has been developed with a very specific social context in mind and the help of collaboration in the children's education, so there was hope in the success as regards outcomes. The outcome has been the expected one, given the social context and circumstances described above. The theoretical basics explained in the third section have been carefully taking into account. These children, children at the end of the day, for much that some of them want to act as teenagers, loved interaction and theatre. Using those as techniques to learn **was proven to be effective**. They got motivated and progressed in their English and learning to learn abilities. Moreover, the children's feeling of belonging to a group, grew. This social side of education was urgent and rewording over any academic result, without diminishing at all the value of academics aims.

11. CONCLUSION

Using adapted literature as a resource to educate in values such as empathy for interpersonal intelligence is proven to be a powerful motivator. Moreover, from the linguistic competence point of view, literature has been adapted to learning through visuals and Kinesthesia, to act out and record some dialogues, pure translation of ideas in context, gap filling and drilling the structures within the communicate approach and rising of curiosity.

These skills were practiced while developing a critical thinking and /or initiative and creativity, fostering curiosity instead rejecting questions from the children. Herein, literature is an excellent didactic resource which covers cultural and linguistic aspects. Therefore, literature motivate

children this age while improves their learning of the foreign language and basic competences, especially learn how to learn for life, for a living. English acquisition requires a deep knowledge of the students to tailor the channel, motivation and dedication.³⁷

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³⁷ www.psicologoescolar.com The author of this essay taught Maths as well to a second and third grade group. Last academic year, each day, a student in turns suggested homework for home. Last day, cutting down to more than half the suggested homework seemed sensible. The students are repeated about the value of playing and reviewing at home: “-More here?..._ Less at home!!.” At the beginning of each lesson, the taking a look at the homework individually, provides a chance to listen privately to each student. During the minutes this takes, they may review ‘in your heads for me to can focus better and start earlier (the work as a whole group), or advance the book’. There is a high level of freedom and dialogue in that class, which I should add , this academic year consisted of just eleven children, three with needs.

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1. *Pivo, electric car for city usage.* Tokio, Japón: Esperanza Rodríguez Photographer: Amparo García
2. *Painting of a weeping eye and a horse in a street of Assilah, Morocco.* Photographer: Laura Borrás
3. *Tight-rope walker in a circus.*
4. *Girl from Mozambique. Nacala, Mozambique.* Photographer: Manuel Velo Martínez
5. *Break-dance Dancing.*
6. *Recycled paper.* Photographer: Óscar Javier Estupiñán

7. *Hands position on the board.* Photographer: Óscar Javier Estupiñán
8. *A painter working near Magdalena bridge over river Arga, Navarra.* Photographer:
Juan F. Morillo

13. ANNEXES

13.1. GENERAL EDUCATIONAL AIMS FOR THIS CYCLE.

Aims of Spanish Education adapted to this third level and their contribution to the development of the BASIC COMPETENCES. I have taken into account the Educative Project and the Annual Planning.

Therefore my aim is to develop an integral education of the children according the general objectives of Primary Education. The concretion of both the general and specific aims' goal is to enhance the attainment of all the basic competences. A basic competence is the ability to combine concepts, skills and attitudes (Zabala)³⁹ to be competent to cope in any daily situation of life. We should teach to learn and to be, according last European Counsel Guidelines.

General Aims for Primary Education:

- 1-To know and appreciate the values and norms of co-existence, learn to behave accordingly, prepare them for active citizenship and to respect human rights and the pluralism of a democratic society.
- 2-To develop individual and team- working habits, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity to enjoy an accomplished task.
- 3-To acquire habits to prevent and to resolve conflicts which will enable them to act autonomously in the domestic and family environment and in their social groups.
4. To know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disables.
5. To know and use appropriately the Castilian language and develop reading habits.
6. To acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by everyday situations.

³⁹ <http://www.youtube.com/watch?v=VHR3XK8fK08> *Competencias* - Dr. Antoni Zabala 2-4 (17/07/2013)

7. To develop basic mathematical competences and begin to solve problems which require elemental arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
8. To know the most relevant facts in the Spanish and Universal History.
9. To know and value the natural, social and cultural environments and learn how to care for them. Get the basics of Spain and universal Geography.
10. To begin to use information and communication technology and develop critical awareness of the messages sent and received.
11. To value hygiene and health, accept one's body and that of others, respect differences and use physical education and sport as a means for personal and social development.
12. To use different artistic representations and expressions and start to create visual designs.
13. To know the cultural Spanish heritage, to participate in its improvements. To respect its linguistic and cultural diversity.
14. To develop all the aspects of personality, and an attitude against violence, and prejudices of any type.
15. To know and value the animals which are closest to human life and learn to look after them.
16. To promote road safety and attitudes of respect which will contribute to the prevention of road accidents.
17. To know and value the natural, historical, artistic and cultural Heritage in Castilla León. To develop an attitude of interest and respect. To contribute to its conservation and improvement.

13.2. ADAPTED AIMS OF THE ENGLISH AREA FOR THIS FIFTH GRADE GROUP⁴⁰

1. To understand aural utterances to be competent to do the tasks related to their experience.
2. To recognize and use the linguistic and non-linguistic strategies and basic social rules to orally interact in daily situations which require it. (We will practice the skills aimed to show attention through verbal and no verbal signs.)
3. To orally express and interact in daily situations, adapting the intervention pattern to the specific situation and adopting a cooperative and respectful attitude. (We will practice respect by keeping the turns to speak in the communicative situations.)
4. To plan, organize and write different texts adjusting the structure to different aims and using different means and sources of information. (Students will write parallel writing, comics, letters, short tales...)
5. To understand different texts related to their experiences and interests, scanning and skimming them according to a previous objective, with the aim of developing their autonomy competence and enjoy the reading.
6. To use with progressive autonomy all the suitable means, including the technologies for learning and knowledge ICT, to get and make content, and to communicate in the foreign language. (Students will be encouraged to communicate with people around, to check different available educative channels, and to use websites)
7. To value the foreign language as a tool to communicate with people from other cultures as well and as a means to learn contents which are in English. (There will be coordination between English, Science, P.E and Arts and Crafts teachers. Students will be provided with contacts with native people. They will understand parts of films with the teacher's help, and possibilities of the computer programs which are in English.)
8. To show an open attitude and self-confidence towards the own capacity to learn and use the foreign language. To be aware of the own progress through the self-assessment. Compare the level acquired with the levels set up as a reference in the European framework for foreign languages.
9. To use previous knowledge and experience with other languages in order to learn foreign language in a quicker, more efficient and autonomous way by reflecting on the strategies more useful for the students to develop the competence of learning to learn. (In this Syllabus design we include the use of techniques in learning how to reason. Likewise we use strategies of comparing sounds and structures of the foreign language to the mother tongue.)

⁴⁰ RD 40/2007, 3rd May, for our Community: Castilla y León.

10. To recognise and reproduce characteristic phonemes, rhythm and intonation patterns as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements in communication.

13.3. LIST OF SUBCOMPETENCES COVERED ACCORDING THE EIGHT KEY/BASIC COMPETENCES.

1. To know the aural and written language in different contexts.

Capacity to give aims to the linguistic acts.

Functional use of foreign English

2.3 Ability to express using mathematical language.

3.1 To use the scientific thought to interpret the information and to decide.

3.2 Use values related to science.

3.3 Responsible use of the resources, natural environment and your own health.

4.1 Use of ICT/ LCT (learning and communicating technology) to solve real problems.

4.2 Mature use of ICT/ LCT to select the information and different tools to organize it.

4.3 Respect of ICT laws.

5 Competence to be a citizen.

5.1 Understanding of the current social reality.

5.2 Usage of democratic strategies to solve conflicts and live with each other.

5.3 Responsibility referring rights and duties.

6. Cultural Competence.

6.1 Understanding and enjoyment of art.

6.2 Be competent to create with artistic resources.

6.3 Involvement in the cultural life and the conservation of cultural and artistic heritage.

7 Competence to learn how to learn.

7.1 Deal with working individual techniques.

7.2 Ability to initiate in the learning and continue it with autonomy and efficiency.

7.3 Management of the own capacities and knowledge.

8. Autonomy and personal initiative.

8.1 Social ability to relate, cooperate and work in a team.

8.2 Ability to imagine and start individual or collective projects with creativity, trust, responsibility and critical sense.

8.3 Ability to evaluate actions and projects.

13.4. LORD OF THE FLIES AS A MOTIVATING STORY FOR STUDENTS EMOTIONALLY READY FOR IT, LIKELY ESO STUDENTS, AT LEAST.

William Golding (1996) *Lord of the Flies*

CPI Group (UK) Ltd, Croydon, CRO 4YY

-Suggested use:

The students will have watched the video in Spanish along two Spanish language classes this way:

If a video with subtitles is founded, they have to read the subtitles if they want to understand the film. This is a motivating way to improve the reading speed.

The film will have be used to learn new words, use the dictionary, improve oral expression skills.

Moreover, and mainly, this way they will have achieved a background knowledge which makes it possible to work on structures now but using useful previous ideas.

-[http://www.youtube.com/watch?v=7v-kfB-](http://www.youtube.com/watch?v=7v-kfB-MWag&playnext=1&list=PL2B69AB53B8FD7A13&feature=results_video)

MWag&playnext=1&list=PL2B69AB53B8FD7A13&feature=results_video

The new film in Spanish is divided in chapters in the previous link so that it is easier skip some scenes if considered. The channel is latino.

Key concrete names to review/learn

Food, wood, fish, islands, tye, glasses, blood, plane, cave, glasses, sticks, tea, slaves.

Ideas to act out in sentences: about 58.

Dialogues made from the newer film:

- Out of here! Look for food and wood
- We must help each other. We must know where to shit.

Silence! We must fish in turns.

_Are we going to be rescued?

- Yes , I promise you.
- Nonsense. There are thousands of islands here.

He is mad. He is ill. He is useless. He is afraid of anybody but of Simon.

- We can tie him.

- We can forget about it, he is going to die anyway.

Do you think the others are OK?

They will be hunting

- My father, the Mayorsays that
- The Mayor?

(Probably they were rescued because of that Mayor, because of Piggy.)

Oh my God! They've broken my glasses!!

- Where is the cave?
- I don't know.

(Maybe we could say these sentences in the moment they are said on the film..., just pronounce them. Think.)

- It's an offering for the monster.

It is the monster! Let's finish with the monster! Go ahead!

Following the previous steps already explained, we cover these dialogues:

From the old film:

<http://www.youtube.com/watch?v=heuDmok5fTk&list=PL31A36794F324CBE5>

- It's a good island. There's lots of fruit.
- We are English, and the English are the best of everything.
- There was lots of blood! You should have seen it!
- There was a plane! There was a plane!!

<http://www.youtube.com/watch?v=AhIyCCm426c>

(The previous is a link with a short edited video for a Seminary based on chapter 5)

Anyone else want (s) the conch?

We have to respect the rules!

- I told you there is no monster!

- Who cares what you believe, fatty!!

- I wish my aunti were here!
 - What for? (What's the use)
 - To have tea, and discuss.
-
- How can Piggy hunt with only one eye?

Chapter 6

- We've seen a beast.
- Sharpen a stick, at both ends!

Chapter 7

Very strong: Simon's dead.

Chapter 8 Good for watch and for acting out.

- It was murder.
- It was an accident. There was darkness, and a storm... Ralph, I don't see. I can't see. I hate him with all my strength. We've got to get out of this.
- What do you mean?
- Get rescued. I mean it! If we don't get out soon...
- Piiiiigy, where are youuuuu'? We come to get you.

Don't be silly, you can see who we are!

Chapter 9

Piggy's dead

A possibility is to dub the parts so that the students give their voices to the scene where these dialogues are said.

13.5. CD CONTAINING THIS ASSIGNMENT.