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UTILIZING LITERATURE IN CLIL: A DIDACTIC PROPOSAL OF A BOOK PROJECT

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ABSTRACT AND KEYWORDS

CLIL is an approach that is being widely implemented not only in Europe, but recently in Asia and Latin America also. As it seeks to immerse students into an atmosphere of authentic communication through the study of content in the target foreign language, the four pillars (4Cs) of CLIL – content, cognition, communication, and culture – serve as the basis for CLIL lessons to attain such purpose [authentic communication]. Literature is perhaps one of the most authentic and therefore complete forms of language, indicating that it could be a good fit for CLIL experiences. However, although the use of literature in ESL settings has been extensively studied, it is barely mentioned within CLIL contexts. This thesis demonstrates how literature naturally contemplates the 4Cs and thus has the potential to enhance CLIL lessons. Furthermore, a literature project in the form of a didactic proposal is presented as an example of how a literary book can be implemented in a CLIL classroom.

Keywords: CLIL, 4Cs, literature, literature project, pre-teenagers.

RESUMO

CLIL é uma abordagem que está sendo amplamente implementada não apenas na Europa, mas também recentemente na Ásia e na América Latina. CLIL procura imergir os alunos numa atmosfera de comunicação autêntica através do estudo de conteúdo na língua-alvo. Os quatro pilares (4Cs) de CLIL – conteúdo, cognição, comunicação e cultura – são o fundamento de aulas CLIL e servem, portanto, como um guia para que as aulas CLIL alcancem seu propósito: comunicação autêntica. A literatura é possivelmente uma das formas mais autênticas e, portanto, completas da língua, indicando que ela pode ser uma boa aliada ao CLIL. No entanto, apesar de haver inúmeros estudos a respeito do uso da literatura em contextos de ESL, ela é raramente mencionada em ambientes CLIL. Essa dissertação demonstra como a literatura contempla naturalmente os 4Cs e possui, portanto, o imenso potencial de realçar aulas de CLIL. Além disso, um projeto de literatura é apresentado na forma de uma proposta didática exemplificando como um livro literário pode ser implementado numa sala de aula CLIL.

Palavras-chave: CLIL, 4Cs, literatura, projeto de literatura, pré-adolescentes.

1. INTRODUCTION

Known as a “dual-focused approach in which an additional language is used for the learning and teaching of both content and language with the objective of promoting both content and language mastery to predefined levels” (Marsh, 2010, p. 11), Content and Language Integrated Learning (CLIL), the European form of bilingual education, has become a popular

model of second language teaching in Europe, and increasingly recently in Asia and Latin America (Pérez Cañado, 2018). A main reason for its widespread implementation lies in CLIL's flexible nature, which can have various models and adapt itself to different kinds of contexts and necessities. The key aspect that characterizes CLIL and differentiates it from other foreign language teaching approaches is the integration of both content and language learning (Coyle, 2005). According to Breidbach and Viebrock (2012), CLIL is therefore "more concerned with implicit grammatical knowledge – opposed to traditional foreign language teaching's explicit focus on grammar –, which is acquired in the process of exchanging subject-specific information" (p. 8). CLIL's ultimate goal is for students to learn to think in the target foreign language, which is used as a "medium for meaningful communication of specific content under natural conditions" (Hanesová, 2014, p. 34).

The means to achieve such a level of communication is represented by the 4Cs – culture, cognition, communication, and content. If a curriculum encompasses all four elements, the bedrock is set and CLIL's goal, authentic communication, is more likely to be attained (Meyer, 2010). This is where literature comes into play. It is perhaps the richest extant source of linguistic input, which makes it one of the most effective ways to promote not only language, but also to develop thinking skills in toddlers to adults (Ghosn, 1998). However, unfortunately, there is an insignificant amount of research on literature within CLIL contexts (Graham, Matthews, & Eslami, 2020). Hence, this paper expounds on how literature naturally contemplates the 4Cs and has the potential to enhance CLIL lessons. Furthermore, this work proposes a literature project aimed at pre-teenagers (10-12 years old) to complement CLIL lessons in a Brazilian bilingual school.

2. OBJECTIVES

This paper presents two types of objectives: general and specific.

2.1. General objective

The general objective of this paper is to shed light on the value of literature and on the benefits it can bring to a CLIL context.

2.2. Specific objectives

The specific objectives are:

- To define CLIL methodology and its goals – represented by the 4Cs.
- To present benefits of using literature in foreign language classrooms.
- To flesh out how literature dialogues with the 4Cs.
- To propose a book reading project to be developed within a CLIL classroom
- To share the (my) context from which the idea of this project arose.

3. THEORETICAL FRAMEWORK

3.1. CLIL and the 4Cs

As the name already suggests, CLIL focuses on the teaching of language through content and aims for students to be able to think and communicate in the foreign language in a natural manner (Marsh, 2010). The integration of content and language can occur in various ways, depending on the school's context and necessities. A school subject may, for instance, be taught in the target language (TL) while concomitantly developing students' linguistic skills in the TL. Another model example is a cross curricular project implemented by both content and language teachers, who plan together and work through a specific topic with students via their angle of expertise. Still a further possibility is a content-focused approach developed solely by a language teacher, whose lesson focuses on a given theme and explores it through various angles (Coyle, 2005).

Apart from the integration of content and language, it is worth outlining further characteristics that should be inherent to a CLIL program, since it has been criticized for lack of clarity in terms of definition and methodology, as well as for having unclear limits to its flexibility (Pérez Cañado, 2018). Indeed, Breidbach and Viebrock (2012), state in a literature review of CLIL in Germany that “CLIL is an independent approach of teaching, which does not automatically lead to quality of learning and has to face similar pedagogical questions that all teaching is concerned with” (p. 8). They go on to say that the innovative nature of CLIL does not happen automatically. In other words, it is not the name “CLIL” that guarantees quality content and language instruction, but firstly and foremost good teaching, which involves training and an implementation of methodologies that are congruent with CLIL principles. A further element that was proven to be fundamental for a CLIL program's success is time: the longer CLIL is applied in a specific place, the more the program will be aligned with CLIL theory in practice (Pérez Cañado, 2018).

CLIL's principles, are based on the constructivist theory of learning, which sets the student in the center of the learning process – not the teacher, as in the case of traditional classroom settings. In fact, in Caracava's (2019) research, CLIL students' possible slowdown was interestingly related to “excessive levels of teacher discourse” (p. 368) characteristic of traditional classrooms. This student-centeredness focuses on the development of the students' autonomous learning, referred to as “learning to learn” by The European Council (2006) and is one of the eight competences considered to be essential to lifelong learning. The other competences are: “communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital

competence, social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression” (p. 13). According to Marsh, Mehisto, Wolff, and Frigols Martín (2010), “these eight interdependent competences emphasize critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings” (p. 11), skills that only dovetail in an approach that sets the instructional focus on the student. Needless to say, the stress laid upon the importance of student-centeredness is meant to emphasize the difference between CLIL and traditional classroom instruction. The former approach does not override the teacher’s role; in other words, an “appropriate balance of teacher-directed and learner-directed activities” is paramount, since “teacher feedback, systematic and professional error treatment is crucial for successful learning” (Meyer, 2010, p. 13).

In more practical terms, a student-centered approach involves methods that allow “learning by doing” to occur: cooperative learning, peer teaching, small group presentations, problem-solving techniques, integration of subjects, task-based language teaching (TBLT), and project-oriented work are some examples of learner-focused methodologies, and therefore indubitably welcome and necessary within CLIL contexts. Still further practical ways of fostering students’ autonomous learning are by offering specific support for comprehension – in other words *scaffolding*¹ – through, for instance “analogies, summaries, semantic networks, conceptual maps, portfolios, etc.” (Hanesová, 2014, p. 38).

Beyond the methodologies and principles mentioned thus far, in order for a CLIL program to have fruitful outcomes, the 4Cs – culture, cognition, communication, and content – must be the basis (Meyer, 2010). Hence, when discussing CLIL principles, it is essential to mention the 4Cs framework – four pillars upon which a CLIL program should ideally be built. The framework naturally integrates both content learning and language learning and “acknowledges the symbiotic relationship that exists between these elements” (Coyle, Hood, & Marsh, 2010, p. 70). The authors further explain that this symbiosis takes place

through the progression in knowledge, skills and understanding of the content; via an engagement in associated cognitive processing; by means of an interaction in the communicative context; development of appropriate language knowledge and skills; through the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and otherness (Coyle, Hood, & Marsh, 2010, p. 72).

¹ According to the online Merriam-Webster dictionary, *scaffolding* is “a system or framework of support provided by an instructor to help a student reach the next level of learning” (Merriam-Webster, 2021). Scaffolding is central to CLIL instruction, since learning through a foreign language imposes numerous challenges upon the student; the aim is to make language comprehensible and manipulatable to the learner (Marsh, 2010).

Therefore, in terms of curriculum and lesson planning, Meyer (2010, p. 310) guarantees that these four elements will “offer a sound pedagogical and methodological base for truly sustainable CLIL teaching and learning”. San Isidro and Lasagabaster (2019) furthermore state that the 4Cs are indispensable foundations not only for lesson designs, but also for CLIL curriculum planning and elaboration of materials, since the four elements allow cross-curricular links to be drawn in a natural manner. Finally, while setting more meaningful context for the integration of content and language, an intentional and systematized interrelationship between culture, cognition, communication, and content are a more practical and palpable way of achieving CLIL’s ultimate goal: the development of genuine communication in the target language (Coyle, Hood, & Marsh, 2010). Each of the 4Cs will be discussed below.

3.1.1. Content

Content can be considered the most important CLIL pillar since it is the heart of the learning process. It is, therefore, content, not language, that leads all other elements of CLIL (Coyle, 2005). Thus, when planning the content and the way it will be transmitted or worked with students, CLIL teachers must consider how culture, language, and communication can be explored through the content, which in turn will be broadened and enriched by these other angles of CLIL. Considering this, content will naturally become more meaningful, which is CLIL’s intention (Marsh, Mehisto, Wolff, & Frigols Martín, 2010). Furthermore, for content to be meaningful, it must also be authentic², which is attained by creating links with students’ lives, their community, their interests, and real-life situations. Naturally, the materials brought into class should be carefully chosen by teachers beforehand in order to “avoid bias and stereotypes which incite social class, gender, ethnic, cultural, lifestyle or racial prejudice” (Mehisto, 2012, p. 16).

Beyond fostering the development of a second language in students, CLIL is equally concerned with academic gains, so much so that one of the CLIL models involves teaching a given subject (other than language subjects) in the foreign language, meaning that students are required to progress academically in that subject according to national and regional curricular guidelines. In any case, even in other types of CLIL models, content learning with clearly set content objectives is crucial. This is challenging and requires systematized support via scaffolding of language. The aim of such language support is to reduce the content/input load and make learning comprehensible, otherwise, students might feel overwhelmed (Meyer,

² Authentic materials are ones that are not designed for pedagogical purposes, such as videos, books, podcasts, and songs can enrich the lesson and further incite students’ interest. Still, it is important to analyze the sources first and consider adapting to better match students’ cognitive and linguistic level (Mehisto, 2012).

2010). Mehisto (2012) names this “cognitive overload” (p.20) and underscores the importance of fostering “cognitive fluency” (p. 20) not only through scaffolding, but also by breaking content into smaller chunks of information. He furthermore indicates the necessity of scaffolding content, which can be done by: connecting new information to students’ prior knowledge, providing visual aids to organize information such as graphic organizers, shortening paragraphs, highlighting key ideas, modelling activities and tasks, etc.

Finally, content in CLIL involves active construction of knowledge and active skill development on the part of the learner, which allows for personalized learning to occur (Coyle, Hood, & Marsh, 2010). This once again points to the importance of student-centered methodologies as previously mentioned since they promote “critical and creative thought, discussion and learner autonomy” (Mehisto, 2012, p. 16).

3.1.2. Culture

Cummins (1981) states that although it was believed that the concomitant acquisition of two languages could cause negative outcomes to the development of the second language in bilingual education, efforts of schools to suppress bilingual children’s first language, and therefore, to some extent, culture, were causing low academic achievement in many of these students. Furthermore, studies indicated that the acquisition of the second language was in no way affected by the maintenance and even development of the child’s first language. On the contrary, the latter seemed to have positive effects not only on the former, but also on overall academic performance (Cummins, 1981). This seemed to be a first step in the direction of the importance of not only acknowledging other cultures but also valuing and respecting other people’s heritage, customs, beliefs, etc., within language learning contexts. CLIL theorists defend the inclusiveness of language learning, which should foster international understanding and the notion of otherness in a pluricultural world (Coyle, 2005).

Indeed, the relationship between culture and language is inseparable and complex. Consequently, language learning in a CLIL context, characterized by its striving for an authentic atmosphere, involves the development of intercultural awareness³, which in turn is a necessary competence for a citizen of the globalized modern world (Coyle, Hood, & Marsh, 2010). Intercultural awareness leads to intercultural communicative competence, which is central to CLIL and means bilingual students must develop not only the ability to communicate

³ “Intercultural awareness is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication” (Baker, 2012, p. 66).

in the lingua franca⁴ or in the target foreign language but also “become aware of the hidden cultural codes and the appropriate linguistic and non-linguistic means and strategies to address them” (Meyer, 2010, p. 303). In other words, in light of Hall’s (1976) Cultural Iceberg Model, CLIL is not only concerned with the superficial aspects of culture such as language, behavior, and physical characteristics – but also primarily with deep, non-visible facets of culture, such as body language, traditions, attitudes, world view, thought patterns, among others. See figure 1 below:

- Figure 1⁵:

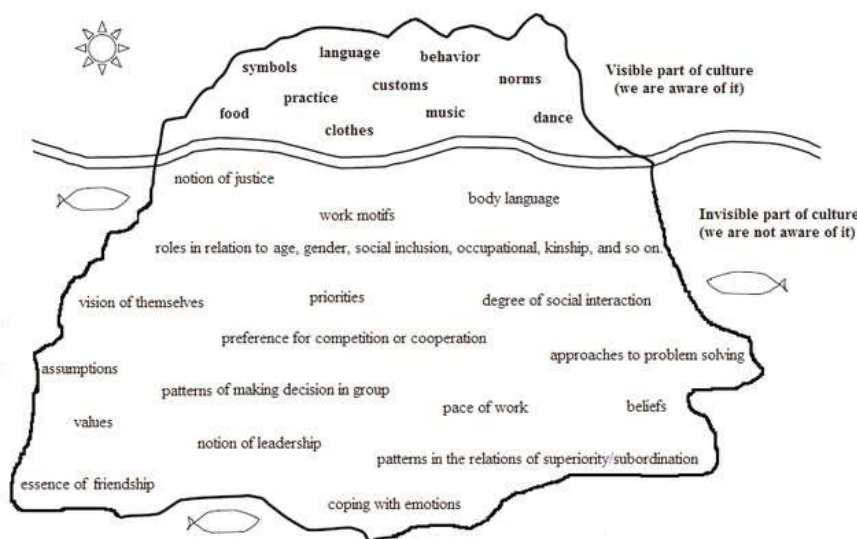


Figure 1 - The Cultural Iceberg (own elaboration based on Edward T. Hall). In: www.researchgate.net/figure/The-cultural-iceberg-own-elaboration-based-on-Edward-T-Hall_fig1_325581852

Beyond this, Baker (2012) states that intercultural awareness in today’s world involves understanding that culture and language are not tightly tied anymore to a fixed nation, but are rather “fluid, hybrid, and emergent” (p. 67). This means that English and many dominant languages “are not restricted to the linguistic or sociocultural norms of traditional native-speaker countries” (p. 64), but “moves between and across local, national, and global contexts” (p. 64). In a nutshell, the focus of the cultural aspect in CLIL is on communication; not only linguistic communication but cultural, or rather, intercultural communication, which goes

⁴ According to the online Merriam-Webster dictionary, lingua franca is “any of various languages used as common or commercial tongues among peoples of diverse speech” (Merriam-Webster, 2021). In today’s modern world, English is the lingua franca, used as a “contact language between interlocutors with different languacultures” (Baker, 2012, p. 63).

⁵ It is worth noting that Baker’s elaborations are based on ELF studies.

beyond merely mastering the forms of language, but involves communication through adequate behavior, respect, empathy, among other intercultural abilities (Pérez, Gómez-Parra & Serrano, 2017).

Within a more practical realm, it is worth stating that intercultural learning is not intrinsic to CLIL and must be properly understood and intentionally constructed in the classroom in order to foster its development in students (Breidbach & Viebrock, 2012). Intercultural learning within a CLIL context was the aim of Gómez-Parra's (2020) study, which focused on two Spanish schools. After interviews made with coordinators and principals, the researcher reached the conclusion that students of the program had improved their intercultural learning level. Additionally, the 76 students, who were also interviewed, likewise agreed that their intercultural learning level had indeed improved. They were even able to identify the specific activities implemented by their teachers that aimed to develop their intercultural awareness. Apart from the presence of language assistants and the possibility of exchange programs that naturally enrich a CLIL program culturally but are not always available to all bilingual programs, some activities that can be easily implemented by CLIL teachers and that foster intercultural learning are exchanges of experiences, narratives, and debates. In other words, intercultural learning is fostered by various types of communication that stimulate interpersonal skills such as empathy and respect.

A further study that offers an even more practical view on intercultural awareness – investigated elements that contribute to the development of intercultural competence in CLIL students. This study also found that exchange programs and language assistants play a role in fostering intercultural development, but that the teachers are the ones who primarily contribute to the development of intercultural competence in students. In this sense, the first step towards an interculturally enriching CLIL environment is quality teacher training, then an adequate selection of topics that naturally stimulate cultural education such as cultural knowledge topics about different cultures and heritages, and lastly, the implementation of culturally appropriate activities that are inclusive and involve all students into the cultural context of the classroom and that develop aspects such as empathy, critical thinking, tolerance, respect, cooperative work, among others. Finally, while planning a lesson, it is important to keep in mind that culture also means that content should have a relationship with the real world in order for it to be culturally relevant and meaningful (Pérez, Gómez-Parra & Serrano, 2017).

3.1.3. Cognition

Cognition (thinking processes) is fundamental to learning, even more so when the subject is CLIL, specifically because of the complexity it sets on students, who must acquire

knowledge in a foreign language. Coyle, Hood, and Marsh (2010) state that for effective learning to occur, an active cognitive engagement is necessary, which in turn only happens if tasks are cognitively challenging. It is, therefore, crucial for CLIL teachers to carefully balance the linguistic and cognitive demands they put upon their students by “ensuring that learners will be cognitively challenged yet linguistically supported” (p. 73). With this in mind, the key for such balance to be achieved and for the student to progress in a systematized way is to “target progression in language learning whilst maintaining cognitive challenge” (Coyle, Hood, & Marsh, 2010, p. 74).

For a teacher to know to what extent an activity is cognitively challenging, Anderson’s (2001) Taxonomy of Cognitive Domain⁶ in which objectives are classified according to cognitive complexity becomes of great use. This taxonomy was created for educators with the aim of organizing learning objectives in a clearer way to promote more accuracy and understanding. Hence, the verbs on the framework describe the intended cognitive process, as shown in the image below (Anderson & Krathwohl, 2001):

- Figure 2:

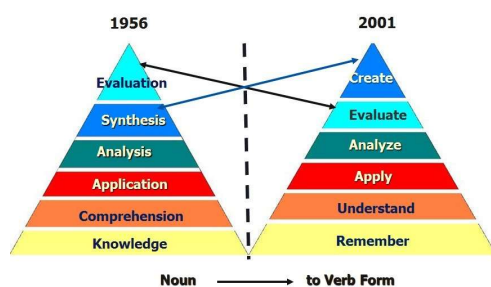


Figure 2: Bloom's and Anderson's Taxonomies (2001)

According to the framework, the lower blocks represent less complex objectives, whereas the upper sections of the pyramid stand for more complex objectives. Thus, the three lower blocks, remember, understand, and apply, are often referred to as Lower Order Thinking skills (LOTS) and the upper three sections, analyze, evaluate, and create, are also known as Higher Order Thinking Skills (HOTS). This is particularly relevant in CLIL since the aim is for students to construct their knowledge, so that effective learning occurs, which in turn happens when activities are challenging and higher order thinking skills are, therefore, engaged (Coyle, 2005). Likewise, since CLIL deals with subject-specific content, higher order thinking skills are a necessity for students to be able to “express complex thought processes” (Meyer, 2010, p.

⁶ Anderson’s taxonomy is a revision of Bloom’s Taxonomy. The latter is one-dimensional, focusing on levels of intellectual behavior – described by nouns – students are expected to have in the learning process, whereas the former is two-dimensional and adds verbs that describe intended cognitive processes required to attain the given intellectual behavior (Anderson & Krathwohl, 2001).

305), in other words, speak academically in a foreign language. Lower order objectives are undoubtedly useful and necessary in CLIL lessons. However, emphasis is laid upon HOTS because they are essential for educational success in CLIL (Otwinowska & Forsys, 2015).

Similar to other elements of CLIL, Caracava's (2019) research on the type of questions teachers ask their students in CLIL classrooms indicated that stimulating HOTS was not automatically happening, which again points to the importance of teacher training for CLIL. The results of the pre-test revealed that 70% of the questions posed by the CLIL program's teachers were simple, requiring LOTS, which in turn called for simple answers from the students, consisting of either one word or incomplete sentences. Interestingly, when the experimental teachers, who had received training on HOTS, began implementing more difficult questions (HOTS), the students answered accurately and started using whole, grammatically correct sentences in 31% of the cases (compared to 6% in the pre-test). The research further showed that 80% of all teacher-student classroom communication revolved around questions, which indicates the importance of teachers posing the correct type of questions: the ones that require HOTS. In a nutshell, cultivating higher order thinking skills in CLIL is essential to engage students cognitively, so that real learning occurs (Caracava, 2019).

Finally, asking productive questions (why and how as opposed to what, when, and who) is only one of the ways, albeit a very effective one, to foster HOTS. Further elements that engage higher order thinking skills in students are activities that deal with *applying* (e.g. create, imagine, judge, debate, etc.) knowledge, problem-solving activities to develop creative thinking, tasks in general that promote active modes of learning, and building new connections upon students' prior knowledge (Hanesová, 2014).

3.1.4. Communication

As one of the four pillars of CLIL, communication is not merely about knowing the forms of the language, which is just a "conduit for communication", but about "learning to use language and using language to learn" (Coyle, 2005, p. 4). Furthermore, it is just not about any communication, but about authentic communication, one that prepares students for real-life situations. This is yet another reason for which a teacher-centered approach does not work in CLIL; for communication to happen, it is crucial for the student to be in the center of the learning process. Learning will, therefore, occur only if there is sufficient interaction, both teacher-student and student-student (Meyer, 2010).

To further understand communication in a CLIL context, it is necessary to understand and differentiate two types or levels of language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The

former consists of the visible elements of language proficiency, such as pronunciation, basic vocabulary, and grammar, whereas the latter consists of abstract elements of language proficiency, which entails reflection and manipulation (including literacy skills) of the aforementioned basic features of language proficiency (Cummins, 1981). Bearing this in mind, while traditional foreign language teaching methods have a greater focus on BICS, CLIL requires CALP (which is naturally associated with higher order thinking skills), since it deals with the instruction of cognitively demanding content-subjects through the foreign language (Otwinowska & Forys, 2015). Again, scaffolding, through teacher modelling and vocabulary⁷ support, is key for teachers to promote the development of CALP (and, of course, BICS) in students (Meyer, 2010).

Apart from BICS and CALP, The Language Triptych, proposed by Coyle, Hood, and Marsh (2010), is a further building block of communication in CLIL. The Language Triptych is a conceptual representation of three types of language needed in a CLIL classroom to support teachers when planning content and language objectives, namely: language of learning, language for learning, and language through learning. The first type of language, *language of learning*, is the academic language students need to acquire to be able to express concepts and skills in a specific field of knowledge. *Language for learning*, on the other hand, is the language students need to be able to “operate in a foreign language environment” (p. 65), which includes classroom language and speech acts. Thirdly, *language through learning* is the language students naturally and unintentionally acquire during the process of learning – it can be different for different students, since each one experiences the learning process from their own perspective (Coyle, Hood, & Marsh, 2010). Finally, this conceptualization of language in CLIL is a useful tool for teachers to intentionally use language for both language and content construction (Pozo, 2016).

In practical terms, Pozo (2016) offers a visual on the dynamics of BICS/CALP and The Language Triptych in a classroom setting:

- Table 1:

⁷ A short note regarding vocabulary on the difference between traditional foreign language instruction and CLIL: while investigating the breadth of vocabulary and the rate of vocabulary growth from both CLIL and non-CLIL students, Agustín-Llach and Alonso (2016) found that CLIL students had both a wider vocabulary range and a faster rate of vocabulary expansion in comparison to their non-CLIL counterparts. The researchers believe this is because CLIL students have more opportunities to use the vocabulary learnt in meaningful context (content) (Agustín-Llach & Alonso, 2016).

Triptych	Concept	Needs to master	Contents
OF LEARNING	Language specific to the subject	Language for specialized purposes Language for Academic purposes Academic operation: (CALP) Describing Reporting and narrating Defining Explaining Hypothesizing Giving instructions Classifying / categorizing Giving examples Including tables and charts Comparing and contrasting: similarities and differences Drawing conclusions	Terminology, Phraseology Genres (Lecture, seminar etc) Subject literacy Academic Word List
FOR LEARNING	Enables student to be functional in the learning environment	Classroom language: (BICS) Advising and persuading Agreeing Apologizing Asking for information, opinion Giving permission Checking comprehension Academic operation: (CALP) Describing Reporting and narrating Defining Explaining Hypothesizing Giving instructions Classifying / categorizing Giving examples Including tables and charts Comparing and contrasting: similarities and differences Drawing conclusions	Phraseology Speech acts and functions in BICS and CALP
THROUGH LEARNING	Language developed in the process of learning	Some basic metalanguage	Not predicted <i>In situ</i> Language as an instrument for learning

Table 1 - Pozo's (2016, p. 153) proposal of contents using The Language Triptych

3.2. Context of the present paper: CLIL in Brazil

Since colonization, bilingual education has been present in Brazil for indigenous communities. Border communities and regions with strong immigrant influence have also had bilingual, even multilingual education. More recently, in the 1990s, increased attention was given to bilingual education through the creation of laws that regulate indigenous and sign language education. Despite its long history in the country, bilingual education has only been popularized since approximately the year of 2008, when CLIL started to be introduced in private schools as a means to more effectively teach (predominantly) English (Siqueira, Landau, & Paraná, 2018). Liberali and Megale (2016) refer to this phenomenon as “elite bilingual education”, since only students with favorable financial conditions can attend such schools. This section will discuss this type of bilingual education.

Educational policies in Brazil took a long time to support and encourage the teaching of a second language. It was not mandatory to include a foreign language subject in school curricula in the 1960s and 70s (Machado, Campos, & Saunders, 2007). In 1996, new

educational policies were created and required that the instruction of a second language (not necessarily English) be mandatory since primary school (law 9394 from Dec 20, 1996, “Diretrizes e Bases da Educação Nacional”) (BRASIL, 1996). In 2016 the instruction of English became mandatory from sixth grade onwards (provisional policy 746 from Sept 22, 2016) (Grilli, 2019). According to the British Council only 5.1% of the Brazilian population are able to communicate in the language (British Council, 2014), which may be due to several – sociological, cultural, historical, and even geographical – reasons. Bilingualism may emerge in this scenario (not only English, but Spanish and other languages), as a solution to ineffective foreign language instruction in regular schools, as well as to integrate the role of language institutes and regular schools (Liberali & Megale, 2016).

Marini (2018) states that in 2018, from approximately 40 thousand Brazilian private schools, only 3% of them were offering bilingual instruction. Vis à vis the structure of the bilingual system, since there is no law that regulates bilingual education in the country, subjects must be taught in Portuguese. Therefore, bilingual schools are full-time, in which the subjects that must be taught in Portuguese are generally allotted to the morning, whereas extracurricular subjects are taught in English in the afternoon (Liberali & Megale, 2016). Several schools opt for a partnership with a company specialized in bilingual education and CLIL, which in turn offers material, teacher training, digital platforms, assessment methods, technological tools, advisory, and support (Marini, 2018). There are, however, many schools that, due to financial difficulties or space restrictions, only teach English as a subject and because they do so with CLIL methodology, they call themselves bilingual, although Liberali and Megale (2016) maintain that such schools are not and should not be characterized as bilingual.

3.2.1. Bilingual Education in Brazil: strengths

There are a few assets regarding the implementation of CLIL in Brazil. Marini (2018) mentions that although bilingual programs were very expensive in the beginning of their implementation, the prices have since dropped significantly, which has allowed more students to have access to the benefits of CLIL – not only upper-class students, but also middle-class ones. Another positive aspect stated by the author is that bilingual education offers more time and safety to children, since students do not have to leave school to have English classes in language institutes.

A further point that positively promotes the use of CLIL in Brazil is the methodology and the opportunities it opens for real language learning in the country. Finardi, Silveira, and Alencar (2016) conducted a survey with students at a Navy Boarding School and found that students felt very motivated during the CLIL lessons. They felt more relaxed and perceived the

lesson as more interactive than traditional English classes. Some of the students even showed a desire to have other subjects in English. The students also recognized CLIL as being more meaningful. Thus, one of Finardi, Silviera, and Alencar's conclusions was that Brazilians are receptive to innovations such as CLIL methodology and many of them truly want to learn English. In a different study, the same authors investigated teachers' views on CLIL and found that they too had a positive view of such methodology, believing it to be effective. This is a big step for it to develop and spread successfully in the country (Finardi, Silviera, & Alencar, 2016).

Finally, the educational companies specialized in bilingual education are a big support to the schools they partner with. of high quality. They excel in their work and are rich in knowledge about CLIL. They observe the way CLIL is practiced in European countries and adapt to the Brazilian reality and they are also always up to date with innovations in this educational area. These companies, furthermore, offer a lot of teacher support, teacher training and materials, which has been elevating the country's level in terms of English instruction and student-centered methodologies (Marini, 2018).

3.2.2. Bilingual Education in Brazil: challenges and pitfalls

The challenges and pitfalls vis à vis the bilingual system in Brazil, unfortunately, outweigh the positive ones. Liberali and Megale (2016) refer to the bilingual system in the country as "elite bilingual education" for a reason: although it may be accessible to middle-class students, it still requires a considerable amount of investment, which only a small share of parents can afford. The authors, furthermore, mention the problematic around teacher formation, or the lack thereof. Because there are very few universities and graduate courses in this area, teachers do not receive adequate training about theoretical aspects of bilingualism. Coupled with this is the fact that several teachers do not possess sufficient fluency in English and other foreign languages to be able to teach it through CLIL. Still a further negative aspect discussed by the authors is the rather monoglossic⁸ view Brazilian educators in general have of language. The languages – Portuguese and the target foreign language – are seen and dealt with separately, so translanguaging⁹ is perceived as detrimental. Another point is the lack of laws to regulate bilingual education. Lastly, the authors voiced the issue of the distance between theory researched in universities and practice in the schools (Liberali & Megale, 2016).

Siqueira, Landau, and Paraná (2018) mention further challenges regarding bilingual education in Brazil. Firstly, the authors mention how there is an overvaluing of the target

⁸ "A monoglossic language ideology sees language as an autonomous skill that functions independently from the context in which it is used" (García & Torres-Guevara, 2009).

⁹ The use of different languages together as a tool for learning (EAL Journal, 2016).

culture, which leads to an undervaluing of the teachers' and students' own culture. The authors go on to explain how instead of teaching and learning the language by embracing the target culture, the focus should be on teaching and learning it as a means for global communication. In this line of thought, the authors state how considering the native speaker as the ideal teacher must be debunked. Subsequently, Siqueira, Landau, and Paraná (2018) mention the lack of adequate CLIL materials and underscore the need of adapting them to the Brazilian reality. Finally, an emphasis is laid on the dearth of research and thus the need of more of it in the area of bilingual education in the country (Liberali & Megale, 2016; Finardi, Silviera, & Alencar, 2016; Siqueira, Landau, & Paraná, 2018).

3.3. Literature and Language Teaching

Due to its innate richness, literature presents bounteous opportunities to foster overall development in people from all ages (Ghosn, 1998). Even the simplest young children's books are known to foster cognitive development by helping young readers make sense of the world they experience, which in turn helps them construct background knowledge and deeper thought. Literature, furthermore, offers numerous possibilities for the development of a child's creativity through illustrations that incite internal imagination. Additionally, it is also a way for kids to learn about their own culture, as well as other cultures, which supports personal, social, and even intercultural development (Crippen, 2012).

Benefits from reading and studying literature can also be met in a second language (L2) classroom. Ghosn (1998) defends that "literature provides a motivating, meaningful context for language learning" (p. 3) since children are naturally drawn to stories. She furthermore states that "literature presents natural language, language at its finest, and can thus foster vocabulary development in context" (p. 3). Teaching literature also provides inherently sufficient opportunities to intentionally develop all linguistic skills – reading, writing, speaking, and listening – within context. Finally, literature in a L2 classroom offers vast opportunities to develop intercultural learning, which for children starts with notions such as empathy, tolerance, and respect (Ghosn, 1998).

3.3.1. Joy through Literature

The love for stories is not, however, something exclusive to children. Rather, literature or "storying" has entertained people of all ages for centuries (Ghosn, 1998, p. 2). Throughout history, storytelling has had many forms, originating with visual stories and oral traditions, then advancing to written and, thereafter, typed narratives. The fact that literature has always been a part of human life indicates that it is an intrinsic human characteristic (Mendoza, 2015). Paran

(2008), while underscoring the advantage of literary over referential¹⁰ texts for L2 learning, states that literature as an intrinsic human characteristic in and of itself proves that literature is very much suitable for L2 instruction since learning is not merely cognitive but also very much emotional. In his own words, “language is learned by human beings, and the interest and love of literature for its various qualities is a human characteristic, a common denominator” (Paran, 2008, p. 469).

Indeed, studying literature is usually perceived as enjoyable by students. In McQuillan’s (1994) study, he analyzes students’ perspective on enjoyment and language development comparing a reading-focused L2 instruction approach to the grammar-based L2 lessons that students were used to from previous semesters. The study’s results led McQuillan to suggest that L2 instructors should consider using popular literature in their lessons to naturally “foster positive affect and more enjoyable environments for acquiring a second language” (p. 99) since he found that the “overwhelmingly majority of the students considered reading to be superior to traditional instruction not only in terms of pleasure, but also in perceived benefits in language acquisition” (McQuillan, 1994, p. 98). Dollenmayer and Even (2008) had similar findings in their study with advanced beginners in German. In an attempt to provide students with more authentic experiences with the language, it was proposed that the experimental German class would consist of studying a literary bilingual graded reader book¹¹ instead of reviewing grammatical aspects of the language students had learnt in their previous semesters. The results showed that students had an increased level of motivation in comparison to previous semesters, coupled with higher confidence levels since they were able to read an actual book in the target language, despite it being bilingual (Dollenmayer & Even, 2008).

A teacher’s ultimate aim should be to develop autonomous and lifelong learning in students, which is yet another way of looking at motivation. If students enjoy what they learn within a classroom, the chances of them continuing to want to learn on their own increases. Following this idea, if the language teacher introduces literature in the early stages of language learning and does so by offering the right amount of challenge and linguistic support through graded readers or even bilingual books as suggested by Dollenmayer and Even (2008), students will create interest for reading. Eventually, students will be ready to read authentic texts on their own and even outside of the classroom, which is “highly desirable” for foreign language

¹⁰ “Language that communicates on only one level” in contrast to representational texts, which are multidimensional, as is the case of literary texts (Daskalovska & Dimova, 2012, p. 1183).

¹¹ Literary books can be too linguistically challenging especially for beginners, which is why the study chose a bilingual graded reader as a way to enable beginner students to study literature and experience its benefits (Dollenmayer & Even, 2008).

learners according to Daskalovska and Dimova (2012, p. 1185) because “it increases the exposure to the target language, reveals unusual and unexpected uses of the language, stimulates language acquisition and provides a motivating and enjoyable way of learning the language”.

3.3.2. Culture through Literature

A further non-language-related benefit of literature is the potential it has to promote intercultural learning. Intercultural skills encompass interpersonal skills, such as empathy, respect, and interest for others (Ghosn, 1998). Literature is a useful tool to develop such positive interpersonal attitudes since it naturally provides the reader with opportunities to compare one’s own reactions and emotions to those of the characters of the story, a process also known as perspective-taking (Hammond, 2019). There is a beauty to this, considering the potential perspective-taking has for a student to relate to the experience of others and thus define oneself through that (Carter, 2007). Apart from interpersonal skills, literature enables the reader to experience other dimensions of the world, which contributes to general education and an increased knowledge of the world, which is another vital step towards intercultural learning (Tsang, Paran, & Lau, 2020). In Dollenmayer and Even’s (2008) study, for instance, the book that the experimental German students had to read was about a story that took place in a relatively unimportant region of Germany, Ostfriesland, as opposed to famous cities such as Berlin or Munich. The students unexpectedly reacted positively towards the choice and stated that it was interesting to learn about a non-typical region of Germany. They also demonstrated curiosity for other regions of the country and their respective unique cultures.

When students read authentic texts, cultural aspects from the target culture are implicitly transmitted since “written texts are inextricably bound up with the culture in which they originated” (Barnett, 1989, p. 37).¹² If in addition to this, the language teacher explicitly teaches the cultural nuances of the content, students will slowly be able to develop their intercultural understanding by internalizing the target language’s cultural schemata, which in turn will improve their reading comprehension skills for future texts (Barnett, 1989). Bibby and McIlroy (2013) also comment on how students are enabled to have authentic and, therefore, deeper experiences with the target culture through the study of literature in the target language, providing them with richer understanding and connections with the foreign culture – a process that is pure intercultural learning.

¹² Culture is so tightly tied to literature because the latter is built from historical and social contexts of a cultural setting, which makes literary texts “representative and revealing artifacts” of a given culture (Bibby & McIlroy, 2013, p. 19).

3.3.3. *Extensive Reading through Literature*

It is impossible to speak of literature without mentioning extensive reading,¹³ since it maximizes the positive effects of studying literature in the L2 classroom (Brown, Waring, & Donkaewbua, 2008; Daskalovska & Dimova, 2012; Nassaji, 2013). If teachers choose interesting and motivating literary texts to work with in the classroom, students will more likely want to read outside of the classroom too. Thus, teaching literature in the L2 classroom can enable and encourage students to practice extensive reading outside of the classroom, which in turn increases their exposure to the foreign language in authentic form (Daskalovska & Dimova, 2012). This is highly desirable because the more authentic exposure to the L2, the more learners will be able to develop and progress linguistically.

Mason and Krashen (1997) studied the impact of extensive reading on foreign language acquisition and obtained positive findings. One of the groups observed was a “reluctant” group of EFL¹⁴ students, who made significant linguistic gains and caught up to the traditional class in one semester. The second group studied showed improvement in their writing skills after reading extensively for a year, from which the authors drew the conclusion that improvement in writing may be possible without conscious learning. Still a third group, after a period of one year practicing extensive reading, were significantly better in terms of reading comprehension in comparison to the control group. Thus, the authors concluded that “extensive reading proves to be superior to traditional approaches on measures of reading comprehension, as well as on measures of writing and reading speed. It is also more motivating for students [...] and it provides an enormous support for language development” (Mason & Krashen, 1997, pp. 14-15).

In yet another study on extensive reading and its effects on language acquisition, Krashen (2003) addresses an important issue in foreign language learning: getting students to progress from basic communication language to academic language. He points out that “free reading may be an important part of the solution to two related problems: making the transition from the elementary level to authentic language use, and from conversational language ability to academic language ability” (p. 15). He further argues that the language heard on TV is limited to the most frequent five thousand words used in English and that “the development of lexical knowledge beyond basic words requires literacy and extensive reading across a broad range of

¹³ “Extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand” (Brown, Waring, & Donkaewbua, 2008, p. 137).

¹⁴ The acronym EFL stands for “English as a Foreign Language”.

subjects” (p. 22). To prove his point, the author mentions that “native speakers with good vocabularies attribute their attainments to reading, not study” (p. 29). Indeed, reading is a powerful tool to improve “literacy and language development, with a strong impact on reading comprehension, vocabulary, grammar, and writing” (Krashen, 2003, p. 15).

In Brown, Waring, and Donkaewbua’s study on incidental vocabulary acquisition from reading (2008), the authors that vocabulary retention is quite slow and underscored the relevance of extensive reading for learners to have increased encounters with the same words in various contexts. It was, furthermore, observed that “a considerable amount of vocabulary knowledge was gained from the exposure (reading), such as noticing lexical phrases, collocational and colligational patterns, new nuances of meanings, improved lexical access speed, and so on” (p. 158). The authors also underscored the role of the teacher in guiding students to “capitalize on the incidental learning of vocabulary from their extensive reading [and listening¹⁵” (p. 158). Following this line of thought, Nassaji (2013) also emphasizes the importance of providing plenty of exposure to target words in meaningful contexts via extensive reading and adds that this practice is crucial to promote reading fluency in learners, which in turn is attained by a process of automatization of word recognition and lexical access. The author additionally states how extensive reading “promotes effective and efficient integration of lower-level and higher-level processes, which are needed for fluent reading comprehension” (Nassaji, 2013, p. 26).

3.3.4. Language through Literature

In terms of language, literature is so superior to other texts because of its representational characteristic. While non-literary texts are merely informational, communicating with the reader on one dimension only, literary texts are multidimensional and deep, enabling the reader to go beyond the mere act of reading and thus think, question, evaluate, interact, and get involved with the text both emotionally and creatively. Such an interaction is active, for it requires cognitive engagement on the part of the readers, who “in order to make sense of the text, have to ask questions, make predictions, form hypotheses, use their imagination, background knowledge and personal experience until they arrive at a satisfactory interpretation” (Daskalovska & Dimova, 2012, p. 1184; Carter, 2007). However, one might question whether such an interaction coupled with its cognitive and linguistic benefits is still possible when dealing with literature in a L2 (especially for beginner and intermediate learners). So, before continuing to further benefits of reading literature in a L2

¹⁵ See footnote 4.

classroom, it is relevant to understand how this process occurs in terms of L2 comprehension considering L2 learners' linguistic limitations.

Textual interpretation leads to a precise comprehension of the text, which occurs in a similar way both when reading in the first language (L1) and in the L2. Fecteau (1999) explains that L1 and L2 reading comprehension are closely interconnected. In other words, if L1 reading skills are well developed, the reader will be able to transfer and use these skills while reading in the L2 also. In the L1, readers rely much more on certain top-down reading strategies, such as topic recognition or content schemata to understand a text than bottom-up skills, like mere word recognition; the same applies to the L2 (Barnett, 1989). While linguistic knowledge is, evidently, crucial for reading comprehension, it seems that reading skills play a bigger role – especially for more advanced speakers when dealing with L2 learners (beginners do still rely more on linguistic knowledge). In fact, L1 reading skills and strategies, reader purposes, cognitive skill, background knowledge, and schemata contribute more to L2 comprehension than does L2 proficiency (Fecteau, 1999; Barnett, 1989). Hence, these facts indicate that using literature as a means for L2 acquisition is very much possible chiefly for intermediate and advanced learners,¹⁶ who already have a basis of vocabulary and linguistic L2 knowledge. Needless to say, the texts do have to be level appropriate, which will be discussed below.

Returning to the issue of reading skills, it is important to note that they are not inherent to students but must be developed with time, experience, and formal instruction. Miscomprehensions are common to both L1 and L2, so much so that “poor readers may find improvement in their L1 reading after literary instruction in the foreign language” (Barnett, 1989). Thus, the teacher's role is crucial since students need to be taught to use reading and problem-solving strategies, as well as activate literary knowledge and schemata (via pre-reading activities) for improved reading comprehension (Fecteau, 1999). “The aim is to provide students with productive strategies and activate relevant knowledge for them to become independent foreign language readers” (Barnett, 1989, p. 113).

¹⁶ As a side note, literature can also be used as a tool for language development for beginners, though for them, plenty of scaffolding and extra special support is crucial. In Dollenmayer and Even's (2008) study, they used a **bilingual book** for advanced-beginners and obtained positive results. Apart from the option of using bilingual books, Brown, Waring, and Donkaewbua's (2008) study found that beginners had considerable language gains and enhanced comprehension through a **reading-while-listening mode**, in which the teacher read aloud while students read the same book quietly. This mode was successful because beginner learners still have a hard time making sense of entire sentences, which is why having the teacher read aloud supported comprehension. This mode, furthermore, enabled students to have “enough spare working-memory space to access content more effectively, and in turn make better deductions of the meanings of the target words” (Brown, Waring, & Donkaewbua, 2008, p. 157).

Krashen's (1982) input hypothesis explains that language learners progress in L2 language acquisition when the input language received is a little beyond their current level. This process is represented by the formula $i+1$ ¹⁷ and means that one does not only use linguistic knowledge to understand language, but also context and knowledge of the world. Krashen (1982) writes that "we acquire by going for meaning first, and as a result, we acquire structure" (p. 22). The aforementioned principle applied to the use of literature in a L2 classroom suggests that language teachers must choose level appropriate literary texts, which offer comprehensible input to learners, even if this means having to adapt the text. Furthermore, Fecteau (1999) suggests selecting texts that are more familiar to the reader (for instance, fairytales, which have a structure common to most people), which will enable them to activate schemata more easily, leading them to read more actively, and consequently be able to comprehend the text better.

Now, finding adequate texts and perhaps having to even adapt them sounds laborious for the language teacher; why then go through so much work to be able to use literature in class? Why not simply use plain referential texts? These valid questionings lead us to a central reason for which literature should be a tool for L2 learning: its authenticity. It is an authentic source of language that lead to *real* language acquisition, which according to Krashen (1982), is the ultimate goal in L2 teaching. Authentic texts¹⁸ provide learners with real language and vocabulary in context (Barnett, 1989; Ghosn, 1998). In addition to this, when authentic sources of language are utilized in the L2 classroom, other forms of authentic language usage are stimulated. For example, if a literary text is being studied, it will more easily and naturally promote authentic and spontaneous dialogue. And speaking, or output is a difficult to develop language skill that also plays a role in the language acquisition process (Krashen, 1982). In other words, output is yet a further positive result of the use of literature.

All in all, among the linguistic benefits of studying literature are: "expansion of vocabulary; increased reading fluency; enhanced interpretive and inferential skills (due to dealing with texts of increased complexity and sophistication); and exposure to a greater variety of language (lexis and syntax) due to the use of ungraded, authentic texts" (Bibby & McIlroy, 2013, p. 19).

3.4. Literature and the 4Cs

Although there is a dearth of research on literature in CLIL (Graham, Matthews, & Eslami, 2020), some authors have indicated that literature complements CLIL in terms of the

¹⁷ $i+1$. "i" represents the learner's current linguistic level and "+1" stands for the next stage of language acquisition (Krashen, 1982).

¹⁸ Texts produced for general population, not pedagogized for the language classroom.

4Cs in a remarkable way. Ioannou-Georgiou and Ramírez Verdugo (2011) state that “stories are a fundamental tool which facilitate access not only to language and content but also to culture and cognition” (p. 137). Harris, Fernández Cézár and Aguirre Pérez (2012) do not directly mention the 4Cs but they list six main areas contemplated by working with literature: “communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development; and personal, social and emotional development” (p.111). While the first area mentioned can be classified into communication, the second and fifth areas relate to cognition, the second and third domains can be categorized into content, and the third and sixth areas refer to culture. Rodríguez and Puyal (2012), whilst researching about the influence of literature in the development of intercultural competence within CLIL, similarly concluded that “the use of literary texts in an English Language classroom can enrich students from an intellectual and affective perspective, whilst at the same time widening their linguistic and communicative competence” (p. 119). Subsequently, Vicente and Rodríguez (2015) affirm that:

although any type of authentic material or content matter may help develop the four principles in the 4Cs framework for CLIL, the use of literary texts could be a particularly enriching material for implementing this model within the EFL class. Literary texts in English have the potential to provide English students with an authentic way of presenting language in context and cultural values. It does so in a cognitively challenging way due to the interactive process of meaning construction that literature requires. Therefore, it could be claimed that there is a point of convergence between the objectives of CLIL and literature and that literary texts may perfectly fit into the 4Cs framework (Vicente & Rodríguez, 2015, pp. 1-2).

Following this line of thought, Widawska (2019) goes on to say that 4 goals are achieved from working on a literary text: intercultural communication competence, cognitive structure expansion, development of textual competence, and increased motivation. And finally, Graham, Matthews, and Eslami (2020), in studying the use of children’s literature to teach the 4Cs, conclude that “if the 4Cs represent the goals of CLIL and children’s literature facilitates growth for all of these dimensions in EFL contexts, it would seem that children’s literature and CLIL may be a perfect match” (p. 182).

3.4.1. Content and Literature

The first very logical reason to incorporate literature into CLIL classes is based on the content-oriented nature of both CLIL and literature. So, according to Vicente and Rodríguez (2015), “literature may be a perfectly appropriate tool to suit CLIL’s objectives due to the

historical, cultural, and social perspectives in which literary texts can be approached” (p. 7). Secondly, when dealing especially with children’s literature in the English language, there are plenty of books that offer numerous possibilities to build content-specific knowledge since there is a wide range of literature that provides significant links between stories and content. Several content books, often in the form of textbooks, can be challenging and dense even for native speakers, which makes literature in the form of stories more appealing, memorable and, most importantly, comprehensible (Graham, Matthews, & Eslami, 2020; Ioannou-Georgiou & Ramírez Verdugo, 2011). As Martínez-Giménez (2020) points out: “fictional stories can help clarify the concepts of almost any curriculum area; information is learned and retained better when it is presented in a story” (p. 22). Teaching content in the form of stories is highly desirable for CLIL, since students must learn new content with the added challenge of doing so through a foreign language.

Subsequently, apart from offering comprehensible input, stories are also a source of pure authentic language, which allows students to acquire language and specific vocabulary while learning a certain content (Widawska, 2019; Ioannou-Georgiou & Ramírez Verdugo, 2011). Still a further benefit of literature is that it can very well enhance CLIL’s interdisciplinary nature. When well chosen, a story can easily be applied to more than two disciplines and, what is more, it may serve as a connecting thread among subjects (Vicente & Rodríguez, 2015; Harris, Fernández César, & Aguirre Pérez, 2012).

3.4.2. Culture and Literature

If literature is implemented in CLIL classes and teachers intentionally include cultural teaching into their lessons since the primary level, students will naturally and steadily be able to develop from the most basic notions of culture, such as empathy, respect, and tolerance, to the most complex ones, such as intercultural awareness. Students can learn to compare themselves to characters from different stories and reflect about how they are or would act differently, thus leading to a more conscious understanding of one’s own identity (Graham, Matthews, & Eslami, 2020). Similarly, students can learn to feel empathy and respect for the characters they read about. Literature, furthermore, provides students with authentic glimpses and even experiences of the target culture as opposed to superficial representations of culture as is the case of many textbooks, offering them a wider knowledge of the world, as well as an understanding of cultural diversity, leading to intercultural awareness (Rodríguez & Puyal, 2012). Finally, reading diverse types of literature can develop cross-cultural communication skills in students, which better prepares them for the globalized world they live in (Martínez-Giménez, 2020).

3.4.3. Cognition and Literature

In terms of cognition, working with literature can very naturally complement the cognitive goals proposed by CLIL. When reading, students are forced to actively engage in the process since understanding and building meaning are done on an individual level (Vicente & Rodríguez, 2015). According to Widawska (2019), a language cannot be simply transferred to the student, they “alone must produce this knowledge in the continuous process of its accumulation, enrichment, processing or representing” (p. 97). This is pure student-centeredness, a fundamental aspect of CLIL. Furthermore, reading develops simultaneously both lower order thinking skills and higher order thinking skills, in that students must recognize vocabulary, understand, compare and contrast, elicit questions, analyze evidence, evaluate happenings or attitudes, make predictions, among other processes (Vicente & Rodríguez, 2015; Ioannou-Georgiou & Ramírez Verdugo, 2011). Additionally, when working in groups – something very common to CLIL – pupils are enabled to engage creatively, as well as reflect beyond their point of view and see things from another person’s perspective (Rodríguez & Puyal, 2012).

Teenagers possess sufficient cognitive development to read more complex texts that deal with universal human concerns, which is highly relevant within CLIL contexts. According to Vicente and Rodríguez (2015) “the critical thinking skills and better understanding of human condition that they may gain while working with literary texts are fundamental skills for both their cognitive and personal growth” (p. 11). Finally, regarding Cognitive Academic Language Proficiency (CALP), Martínez-Giménez (2020) adds that while EFL books may not prepare students for CALP, due to their oftentimes simple vocabulary and syntactic structures, literature, on the other hand, does develop academic language because it presents language input in its full and authentic form.

3.4.4. Communication, Language, and Literature

The development of language in the form of communication is essential to CLIL, which is once again, where literature comes in. To Widawska (2019), literature is crucial for the development of communication: “textual competence falls within the scope of communicative competence, as there is no verbal communication without text” (p. 98). The author goes on to state that “the text itself is the main instrument for acquiring non-linguistic and linguistic knowledge” (p. 98). This is so because texts in their purest and most authentic form are not only a sample of the target language’s system, but also the starting point of the processes of understanding and, subsequently, producing language, both in oral and written form

(Widawska, 2019). Thus, since CLIL aims for authentic and natural communication, there is no better way to attain this than through the study of literature (Vicente & Rodríguez, 2015).

If literature is taught by the teacher with the intention of stimulating communicative competence, several activities can be carried out to promote different types of output, such as class discussions, oral presentations, creative writing, and role-plays (Puebla & Nebres, 2015). Literature is obviously not, however, limited to productive language skills (speaking and writing), it also promotes receptive skills (reading and listening). Thus, if students are exposed to a variety of intentionally chosen texts, effective language development will occur as a whole, in all language skills (Graham, Matthews, & Eslami, 2020). In a nutshell, literature provides students with a world of language to be explored – new vocabulary, expressions, metaphorical language, and much more – which is linguistically enriching in every possible sense.

3.4.5. Literature Choice

For the benefits cited above to be reaped, it is essential to discuss the importance of choosing an appropriate literary text according to students' level, interests, and skills (Vicente & Rodríguez, 2015; Graham, Matthews, & Eslami, 2020). Ioannou-Georgious and Ramírez Verdugo (2011) emphasize that, when referring to children, the story must have a clear storyline, plenty of repetition, and helpful illustrations. Puebla and Nebres (2015) state that in order for the literature chosen to be fully in line with CLIL, it must be appealing and somewhat controversial, and it should contain resolutions of dilemmas, conflictive moral issues, and questions about universal themes since the final aim of any kind of education is the formation of future competent citizens. The authors add that the books chosen must be in conformity with the course objectives, and the themes must be adequate in view of students' age, interests, and ethnicities. Finally, Graham, Matthews, and Eslami (2020) point out that simpler texts seem to be more effective in encouraging vocabulary growth than complex ones.

4. LITERATURE PROJECT

4.1. Justification

The idea of this project arose from a few factors. It first emerged from observing a fifth grade in a North American elementary school for a few weeks, in which the teacher laid a big emphasis on reading. It was clear that students were always very engaged in the story, looked forward to the next reading session, and made clever connections with other subjects taught. Beyond this, when discussing certain aspects of the book, it was notable that students were using critical thinking skills to reflect. Secondly, I thought of my own experience as a high school student in an Austrian boarding school. We were always reading a book with our English teacher, which made us students look forward to the classes. Those stories are also what

remained in my memories from everything learned throughout that period of four years. Thirdly, as a teacher, I believed that the textbook I had to follow in my bilingual class lacked depth, especially considering my students' level. Apart from this, we would often finish the activities proposed by the textbook quickly, leaving us with plenty of extra time. So, I thought that we could use this extra time wisely by implementing a book reading project. Lastly, all my students, except for one, had been in bilingual education for at least two years now, meaning their level of English was good (intermediate) and considering the numerous benefits of working with literature I thought such a challenge would only enhance their learning experience.

4.2. Contextualization

This project was developed in a regular private school located in the rural area of São Paulo, Brazil. With an additional cost, parents were offered the possibility of enrolling their children in the bilingual program, which took place in the afternoons. Therefore, students had regular classes in Portuguese in the morning and students enrolled in the bilingual program would have another three hours of classes ministered in English in the afternoon. As to the type of CLIL, the program followed an Integrated Curriculum of languages,¹⁹ in which a certain topic was explored through numerous angles during three to four weeks. The contents were taught according to a CLIL textbook, which aimed to work with themes in a “webbed” way, using a theme as a base for instruction in other areas.

Entering the specifics of curriculum, since there is no law that regulates bilingual education in the country, the bilingual program in question followed elements proposed by *International School* (IS), an educational company specialized in bilingualism that provided the school with all the bilingual materials, as well as teacher training and a system of supervision. IS bases itself on CLIL methodology, which includes the 4Cs (culture, cognition, communication, and content), as well as teaching methods such as gamification, cooperative work, and project-based learning (PBL). Beyond this, IS states that its methodologies aim to develop competences and abilities listed in the national educational document *Base Nacional Comum Curricular* (BNCC)²⁰ (International School, 2021). These competences are: knowledge; scientific, critical, and creative thinking; cultural repertoire; communication; digital culture; work and life project; argumentation; self-knowledge and self-care; empathy and

¹⁹ The first out of three different Integrated Curriculum (IC) models: IC of languages, IC of languages for languages and contents, and IC of languages and contents.

²⁰ *Base Nacional Comum Curricular* (BRASIL, 2017) translated is: Common National Curricular Base. The BNCC was finalized in December of 2018 and defines general and specific competences, abilities, as well as learning bricks that students must develop in each educational stage (BNCC, 2021).

cooperation; responsibility and citizenship. Regarding the present project, as mentioned in the “Justification” section, the book reading project was developed as an addition, not replacement, to the contents and topics proposed by the bilingual program’s textbook.

Moving on to the participants of the project, I had a total of 12 students. 11 of them were 6th graders (10–11-year-olds) and 1 was a 7th grader (12 years old). Their English level ranged from A2 to B2 and one student, who was just starting with the bilingual program, had an A1 level.

4.3. Book Choice

The book chosen for the project was *The Count of Monte Cristo* by Alexandre Dumas adapted by Mitsu Yamamoto from the Great Illustrated Classics series published by Playmore Inc., Publishers and Waldman Publishing Corp. (Dumas, 1992):

- Figure 3:

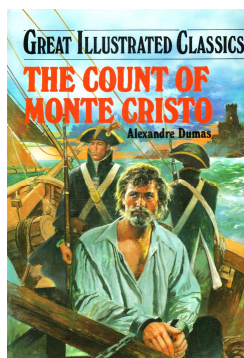


Figure 3 The Count of Monte Cristo (adapted)

This book was chosen for the following reasons:

- It has a clear storyline with illustrations every two pages to support comprehension.
- Although several words and expressions are unknown, the language is level-appropriate and supported by illustrations.
- The story is very interesting and engaging.
- The story deals with real-life dilemmas and conflictive moral issues.
- It presents a historical period (France post French Revolution, Napoleon Bonaparte and his exile, The Hundred Days, The Bourbon Restoration...) about which students can learn in context.
- It is an opportunity for students to immerse themselves in a different time period and in a different culture, adding to their intercultural learning experience.
- It is a classic literary novel, which contributes to general knowledge.

4.4. Objectives

4.4.1. Content objectives

- Students know who Napoleon Bonaparte was
- Students can explain what happened in France in the Hundred Days
- Students can explain what the Bourbon Restoration was
- Students can use a map to find places on it
- Students know how to use online websites to do activities and participate in games
- Students can define, as well as compare and contrast a prosecutor from a defense attorney
- Students understand the value of knowledge
- Students are able to make inferences about a story
- Students can make predictions about a story
- Students can locate and select meaningful information from the book
- Students know how to read a map grid
- Students can formulate inferential questions about a story
- Students can find and differentiate facts from opinions
- Students can pinpoint the book's main idea
- Students can recall important facts about the story
- Students can connect own experiences with facts, characters and situations in a story

4.4.2. Language objectives

- Students understand and use vocabulary related to the book
- Students comprehend, as well as identify words in oral messages
- Students can summarize information in oral and written form using their own words
- Students are able to read and understand written texts
- Students can use context clues to figure out some new words
- Students are able to produce brief oral communication related to the lesson and book topics
- Students follow basic orthographic and punctuation rules in writing productions
- Students can describe people
- Students can compare and contrast things
- Students understand the difference between boredom, boring, and bored
- Students are able to read independently
- Students can find words in a text based on synonyms of definitions
- Students can describe a picture related to the story
- Students can write an argumentative essay about revenge

4.5. Contents

4.5.1. General contents

- Knowledge of Napoleon Bonaparte, the Hundred Days, and the Bourbon Restoration
- Location of France, Marseilles, and Elba on the map
- Use of map grids
- Comprehension of the roles of a defense attorney and a persecutor
- Differentiation between facts and details
- Reflection about real-life issues such as knowledge and revenge

4.5.2. Contents related to language skills

- Vocabulary related to the story
- Vocabulary necessary to compare and contrast
- Comprehension of oral messages
- Production of oral communication related to the lessons
- Use of basic strategies and skills for reading comprehension
- Production of written texts with adequate use of verbal tenses, as well as orthographic and punctuation elements

4.6. Materials

- Book: The Count of Monte Cristo from Great Illustrated Classics series
- The book in pdf form for students
- Projector
- White board
- Access to the computer lab (for Google, Nearpod, Quizizz, Padlet, etc.)
- Students' smartphones (so they can access online activities, as well as educational sites)
- Napoleon video transcript (Appendix A)
- Map of Europe (Appendix C)
- Who is Who worksheet (Appendix D)
- Students' notebooks
- Chapter 2 review worksheet (Appendix E)
- 2 Venn diagrams (Appendix K)
- Chapter 3 game on <https://nearpod.com> (Appendix F)
- Chapter 4 activity on <https://padlet.com> (Appendix G)
- Bored vs boring worksheet (Appendix H)
- Chateau d'If video on <https://www.youtube.com/watch?v=rWtJljDZFjY&t=22s>
- Chapter 6 "find the word" activity on Google Forms (Appendix I)

- Chapter 6 game on <https://quizizz.com> (Appendix J)
- Pens in the middle activity worksheet (Appendix L)
- Vocabulary worksheet (Appendix N)
- Find facts and details activity on Google Forms (Appendix O)
- Reading a map grid activity (Appendix P)
- Chapter 10 question-making worksheet (Appendix Q)
- Fact or opinion worksheet (Appendix R)
- Chapter 12 “find the word” activity on Google Forms (Appendix S)
- Formulating and Answering Questions Worksheet
- Chapter 13 reading comprehension questions worksheet (Appendix T)
- Argumentative essay instructions (Appendix U)

4.7. Step-by-step account

The book reading project does not have a set time span since it is an additional element to the classes. The proposal will, therefore, be organized by chapters and not by sessions. Also, every time activities are done in groups, each group member is assigned a specific role so that every student participates in the activity. When organizing the groups, attention is given to diversity, so that students’ language capacities and different learning styles complement each other. The roles are:

- The **leader** is responsible for making sure the group stays on task. He/she also ensures every group member understands the task at hand.
- The **recorder** is responsible for the materials and for recording everything done by the group.
- The **reporter** is responsible for communicating with the teacher and other groups on behalf of his/her group.
- The **monitor** is responsible for keeping the group’s workspace organized and makes sure the group stays on track in terms of time.

4.7.1. Before Reading

- Students are asked if they have ever heard the name Napoleon before. Then, students watch a video about Napoleon and fill in the blanks of the transcript²¹ with a few words.
- The class is organized into 3 groups (4 students in each group). One group must quickly research on <https://www.kiddle.co/> how and when Napoleon was exiled (first and second times), the second group must research on the same website about the Hundred Days, and the last group, also using the same website, must research and read about the Bourbon Restoration.

²¹ Appendix A

- The group reporters are then asked to explain what they researched/learned to the class.
- The teacher makes final remarks on the topic, shows them the cover of the book *The Count of Monte Cristo*, and explains that the story in the book happens in the context just discussed.
- Students are asked to predict²² what the story might be about based on the cover of the book.

4.7.2. Chapter 1

- **Pre-reading.** Students are organized in pairs and are given a map of Europe²³. The map is turned face down until all groups have received their worksheet. The teacher counts to 3, students turn over their papers, and the first pair to find and put an “F” on France, an “M” on Marseilles, and an “E” on the island of Elba wins.
- The teacher writes key vocabulary from chapter 1 on the board and goes over the meaning of them with the students as a whole class activity.
- **Reading.** Again, in pairs, students must read the chapter and fill in the “Who is Who” worksheet²⁴ with descriptions of each character that comes up in the story.
- **Post-reading.** Students are asked to perform a “Think-Pair-Share” activity that consists of:
 1. Think individually about the following questions:
 - What kind of feeling do you think Danglars has towards Edmond²⁵?
 - Why did Monsieur Morrel cut short the conversation about Elba?
 2. Talk to your partner about your thoughts and discuss.
 3. Share your findings with the class.

4.7.3. Chapter 2

- **Pre-reading.** The teacher writes the words “innkeeper, prosecutor, king, magistrate, and soldiers” (all will come up in the 2nd chapter) on the board. Then, in pairs, the students are asked to describe, with use of the internet if needed, each occupation. Lastly, the reporters from each group are invited to come up to the board and draw something simple that represents each occupation, for example a crown beside the word “king.”
- **Reading.** Pairs are to read the chapter taking turns reading aloud to each other. While they read, they must add the character Caderousse to their “Who is Who” worksheet from Chapter 1.

²² One of 16 reading skills that will be contemplated in this project. See all skills in Appendix B.

²³ See Appendix C

²⁴ See Appendix D. This activity also develops the “find facts and details” reading skill from Appendix B.

²⁵ The reading skill required to answer this question is: make inferences. See Appendix B.

- **Post-reading.** After reading, pairs must fill in “Chapter 2 Review” worksheet,²⁶ where they are to discuss two questions regarding the chapter and match sentence endings to their respective beginnings.

4.7.4. Chapter 3

- **Pre-reading.** The teacher asks the entire class if they know what a lawyer is/does. Then, the teacher asks if they know what a prosecutor is/does.

- In groups of 3 students are supposed to research and write in their own words the definitions of: defense attorney, lawyer, and prosecutor. Then, they must create their own Venn Diagram²⁷ and compare and contrast “defense attorney” and “prosecutor.”

- The teacher explains that a character that will be introduced in this chapter is a prosecutor and students must pay attention to his actions and attitudes as someone who represents the law.

- **Reading.** While they read, students are to add the character Villefort and a short description of him to their “Who is Who” worksheet from chapter 1.

- **Post-reading.** Students go to the computer lab and are asked to connect to the interactive platform <https://nearpod.com/> where they will have to answer eight reading comprehension questions about the chapter in the form of a game.²⁸

4.7.5. Chapter 4

- **Pre-reading.** As a warmer, the class is to perform a “Think Phrase” activity about chapter 3. The teacher writes the sentence “Villefort was protecting Edmond by destroying evidence (the letter).” In pairs, are supposed to reflect on the sentence and discuss whether they agree or disagree with it and give reasons for it.

- **Reading.** The reading session is done in the form of “popcorn reading,” where the teacher starts reading aloud, then calls a few names²⁹ to read one at a time a certain paragraph or two.

- **Post-reading.** In the computer lab, students are to access <https://padlet.com>³⁰ and describe each picture from the chapter using only 6 words to practice summarizing and sequencing.³¹

4.7.6. Chapter 5

- **Pre-reading.** The teacher writes the word “boredom” on the board and asks what it means. The teacher then writes “boring” and “bored” and asks what the difference between these words are (boredom is a noun, bored and boring are adjectives: bored is used to describe how a person

²⁶ See Appendix E.

²⁷ See Appendix K.

²⁸ See Appendix F.

²⁹ Only students who enjoy reading aloud are called. Others are not forced to do so.

³⁰ See Appendix G.

³¹ Summarizing and sequencing are two reading skills from Appendix B.

feels, whereas boring is used to describe an object or a person that makes one feel uninterested/bored).

- Students fill in the worksheet “bored vs boring”.³²

- **Reading.** While students read in pairs, they are to make a list in their notebooks of at least 5 things Edmond did to fight boredom.

- **Post-reading.** Students are asked to perform a “Think-Pair-Share” activity that consists of:

1. Think individually about the following questions:

- Have you ever felt extreme boredom?

- How is this experience of yours similar/different³³ to what Edmond was experiencing in prison?

2. Talk to your partner about your thoughts and discuss.

3. Share your experiences with the class.

4.7.7. Chapter 6

- **Pre-reading.** The teacher plays a video about the Chateau d’If <https://www.youtube.com/watch?v=rWtJlJDFjY&t=22s> (the prison from the story). After watching, students perform a “Think-Pair-Share” activity in which they must:

1. Think individually about what you had visualized³⁴ about the Chateau d’If while reading the book and compare it to what you saw in the video. How is it different/similar?

2. Share your reflections with your partner.

- The teacher reads the title of the chapter “Scrape...Scrape...Scrape” and asks students, as a whole class discussion, to guess what this title could be referring to.

- **Reading.** While students read in pairs, they must find certain words as indicated on a Google Forms document³⁵ (they must use their smartphones for this activity).

- **Post-reading.** In the computer lab, students take a quiz about the chapter on <https://quizizz.com/>³⁶.

4.7.8. Chapter 7

- **Pre-reading.** As a warmer, students are to play a “Word Game”, in which the teacher writes a few key words (intelligence, educated, idleness, ignorant) from the chapter and students (in pairs) are asked to write sentences using those words. Subsequently, based on the words, students try to predict what will happen in the chapter.

³² See Appendix H.

³³ This activity encourages students to make connections and comparisons, both reading skills from Appendix B.

³⁴ Visualizing is yet another reading skill from Appendix B.

³⁵ See Appendix I.

³⁶ See Appendix J.

- **Reading.** While students read, they must fill in a Venn Diagram³⁷ comparing and contrasting the characters Edmond and Father Faria.

- **Post-reading.** After reading, students must write a 100-word essay in their notebooks comparing and drawing a lesson from what they read in the chapter with Socrates' famous quote "I know that I know nothing."

4.7.9. Chapter 8

- **Pre-reading.** Students share what they learnt from the previous chapter in a whole class discussion. The teacher poses a few questions throughout the discussion, such as: "What are the benefits of having knowledge?"; "Do you have someone who inspires you to study, as Father Faria was to Edmond?"; "How does knowledge make one powerful?".

- **Reading.** The reading session is done in the form of "popcorn reading."

- **Post-reading.** In groups of 3, students perform a "Pens in the Middle" activity. Each student has a piece of paper with questions³⁸ about the chapter, but their pens are in the middle. The leader of the group reads the first question and makes sure everyone understands it. After agreeing on a good answer, students take their pens and write the answer that was agreed. The process is then repeated for all questions.

4.7.10. Chapter 9

- **Pre-reading.** The teacher shows students the last picture³⁹ from the previous chapter. In pairs, students must describe the picture to each other, as well as imagine everything Edmond could have been feeling in that moment.

- **Reading.** While students read the chapter in pairs, they must choose two words that are unknown to them and fill in the vocabulary worksheet.⁴⁰

- **Post-reading.** In the computer lab, students complete a "Find Facts and Details"⁴¹ activity⁴² on Google Forms in pairs.

4.7.11. Chapter 10

- **Pre-reading.** The teacher asks, "What do people use to find locations?" (Answer: GPS). The teacher goes on to say that before the GPS, people used maps for centuries, just like Edmond was going to have to follow a map to find the treasure on the island of Monte Cristo. With this

³⁷ See Appendix K.

³⁸ See Appendix L.

³⁹ See Appendix M.

⁴⁰ See Appendix N.

⁴¹ Find facts and details is a reading skill from Appendix B.

⁴² See Appendix O.

in mind, in groups of 4, after reading and understanding what a map grid is, students must do an activity on reading a map grid⁴³.

- **Reading.** In pairs, students are to read the chapter and formulate two well-thought questions⁴⁴ about the chapter. They will get a worksheet⁴⁵ for this activity. One of the questions must require an inferential answer.

- **Post-reading.** Pairs exchange their worksheets and answer the other pair's questions.

4.7.12. Chapter 11

- **Pre-reading.** Students are asked to perform a "Think-Pair-Share" activity that consists of:

1. Think/research individually about the following questions:

- The previous chapter ended with the word "avenger." What does this word mean?

- If you were Edmond and you had just found Father Faria's treasure, what would you do next?

2. Talk to your partner about your thoughts and discuss.

3. Share your findings with the class.

- **Reading.** The reading session is done in the form of "popcorn reading."

- **Post-reading.** The teacher asks the students what the difference is between fact and an opinion. After a discussion, pairs must classify on a worksheet⁴⁶ whether sentences about the chapter are a fact or an opinion.⁴⁷

4.7.13. Chapter 12

- **Pre-reading.** In the previous chapter, students learned to distinguish between facts and opinions. Now, it is their turn to come up with facts and opinions. In pairs, students must write down 2 facts and 2 opinions about anything they would like. They share their sentences with the class and the class must say whether the sentence is a fact or an opinion.

- **Reading.** While students read in pairs, they must find certain words as indicated on a Google Forms document⁴⁸ (they must use their smartphones for this activity).

- **Post-reading.** Since this chapter is big and complex, in groups of 4, students must re-read for clarity⁴⁹ while representing in the form of a diagram or a drawing Edmond's step-by-step strategy to avenge himself on Danglars and Villefort.

⁴³ See Appendix P.

⁴⁴ Being able to ask questions is a reading skill. See Appendix B.

⁴⁵ See Appendix Q.

⁴⁶ See Appendix R.

⁴⁷ Being able to distinguish between a fact and an opinion is one of the reading skills listed in Appendix B.

⁴⁸ See Appendix S.

⁴⁹ Re-reading for clarity is one of the Reading skills listed in Appendix B.

4.7.14. Chapter 13

- **Pre-reading.** As a warmer, the class is to perform a “Think Phrase” activity. The teacher writes the quote “Hatred is blind and anger deaf: the one who pours himself a cup of vengeance is likely to drink a bitter draught.” In pairs, students are supposed to reflect on the sentence and discuss whether they agree or disagree with it and give reasons for it.

- **Reading.** In pairs students must read the chapter while answering a few reading comprehension questions⁵⁰.

- **Post-reading.** - Students are asked to perform a “Think-Pair-Share” activity that consists of:

1. Think individually about the following questions:

- What do you think was Alexandre Dumas’ purpose in writing *The Count of Monte Cristo*?

- What is the book’s main idea?⁵¹

2. Talk to your partner about your thoughts and discuss.

3. Share your findings with the class.

- Students are asked to write an argumentative essay about revenge⁵².

4.8. Evaluation

As previously mentioned, there is no law regulating bilingual education in Brazil. For this reason, bilingual schools develop their own evaluation criteria independently. In the case of the school in which this project was developed, since it follows the bilingual program proposed by *International School* (IS), it uses IS’ evaluation criteria. There is a wide focus on formative assessment through observation and keeping record of students’ performance in classroom activities – both oral and written. As to the summative assessment, it usually is a final group project or elaborate activity in the end of units. Regarding this specific book project, although it is a complementary element of the classes (the main part of the lessons are the contents proposed by IS’ textbook), students’ performance in it are part of the assessment in their CLIL class. In the end of the project, students receive an overall grade based on their performance in each of the activities and essays carried out throughout the project.

The activities from the book project are graded using IS’ assessment rubric displayed below (see Table 2):

⁵⁰ See Appendix T.

⁵¹ Identifying both the author’s purpose and the main idea of the book are reading skills. Check Appendix B.

⁵² See Appendix U.

CRITERIA	10 - 9 A	8-7 B	6 C	5-4 D
LANGUAGE	The student can easily use appropriate language to talk/write about the topic.	The student can usually use appropriate language to talk/write about the topic.	The student can hardly use appropriate language to talk/write about the topic.	The student does not use appropriate language to talk/write about the topic.
COMMITMENT	The student is always committed to participating in discussions and carrying out the tasks.	The student is usually committed to participating in discussions and carrying out the tasks.	The student is sometimes committed to participating in discussions and carrying out the tasks.	The student is not committed to participating in discussions or carrying out the tasks.
PERFORMANCE	The student can easily perform the proposed tasks showing a very good balance of content and language knowledge.	The student can usually perform the proposed tasks showing a good balance of content and language knowledge.	The student tries to perform the proposed tasks showing some lack of content and language knowledge.	The student does not try to perform the proposed tasks showing a great lack of content and language knowledge.

Table 2 - IS' Assessment Rubric (International School, 2021).

Both essays (for chapters 7 and 13) are assessed based on the following rubric created for purposes of this project (see Table 3 below):

Criteria	10-9 A	8-7 B	6 C	5-4 D
Content	Student shows complete knowledge of the subject and applies concepts learnt into the story in a natural and interconnected way.	Student usually shows knowledge of the subject and applies concepts learnt into the story with effort.	Student shows partial knowledge of the subject and tries to apply concepts learnt into the story.	Student shows no knowledge of the subject and does not apply concepts learnt into the story.
Organization	Text is well-organized and coherent.	Text is generally well-organized and coherent.	Text is somewhat organized and coherent.	Text is not well-organized and coherent.
Communicative Achievement	Student uses language effectively and creatively to hold the target reader's attention. The content is communicated in an appropriate way.	Student generally uses language effectively and creatively to hold the target reader's attention. The content is communicated in a partially appropriate way.	Student tries to use language effectively and creatively. The content is communicated in a partially inappropriate way.	Student uses language ineffectively and lacks creativity. The content is communicated in an inappropriate way.
Language	Incorporates key vocabulary, including less common words appropriately. Uses the simple past tense correctly. Minor errors do not affect communication.	Incorporates some key vocabulary, including less common words. Generally uses the simple past tense correctly. Errors do not impede communication.	Hardly incorporates key vocabulary, including less common words. Hardly uses the simple past tense correctly. Errors affect communication.	Does not incorporate key vocabulary and uses simple every day. Uses the simple past tense incorrectly. Errors greatly affect communication.

Table 3 - Essay Assessment Rubric

5. CONCLUSIONS

The first part of this paper started with the definition of CLIL, it then cited the possible reason for its widespread, and went on to mention teaching and learning methodologies that are congruent with it. Subsequently, the four pillars of CLIL, known as the 4Cs (content, culture, cognition, and communication), were fleshed out. The second section presented the context from which this paper emerged: a bilingual school in the rural area of the state of São Paulo, Brazil. It furthermore listed assets, as well as challenges and pitfalls regarding bilingual education in the country. The third part of the theoretical backdrop of this paper dealt with the

use of literature in foreign language classrooms, showing supporting evidence as to how implementing literature in such classrooms produces positive outcomes in terms of linguistic, cultural, and even cognitive development in students. Finally, the fourth portion connected the benefits of literature to the 4Cs, which are the pillars that represent CLIL's objectives, thus demonstrating its [literature's] completeness and therefore effectiveness in bilingual settings. Following the theoretical framework of the paper, a literature/book project was presented in the form of a didactic proposal, considering both the context of the classroom from which the idea arose and the CLIL characteristics from that specific reality.

All in all, this paper suggests that if literature is implemented in a CLIL context, students' overall development is enhanced. If the book reading project is well-planned, students can naturally grow in terms of: communication – through a variety of reading, writing, listening, and speaking activities related to the book and its vocabulary; content – by going beyond the context presented by the book and studying about historical, philosophical, geographical, etc., elements introduced by the story; cognition – by tackling more complex activities related to the story, which require not only lower thinking skills but also higher order thinking skills; and culture – by immersing oneself not only into a character's emotions and ways of thinking, but also into his or her world and the customs, beliefs, etc. related to it.

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7. APPENDICES

7.1. Appendix A⁵³ - Napoleon Bonaparte Video Transcript

Please fill in the blanks according to the video about Napoleon.

Student Name: _____

Date: _____

Hello friends, I'm Napoleon Bonaparte, the French e_____ from 1799 to 1814 as well as an indisputable genius in military skills.

I was b_____ in 1769 in Corsica and as I was extremely good at mathematics, which by the way was my passion, I managed to get into a m_____ school.

In 1789 the French r_____ broke out in Paris. This revolution marked a triumph for a poor people, tired of injustices of the tyranny and the absolute power both kings and aristocrats had. Thanks to the help of an important and sinister man of the revolution, Robespierre, I began to be a valuable militant and shortly after I met Josefina, the most important woman of my f_____.

In 1799 I became the chief of the whole of France and this is when my glory started.. I was very ambitious, I admit, and conquered many European c_____ thus becoming the most p_____ man in the world.

But greed over reaches itself and everything has an end. Both the Spanish and Russian conquests were great failures and as from then I began my downward spiral, my d_____. In 1815, in the famous battle of Waterloo, I was defeated by the English and their allies.

As a punishment for all my greed, I was locked up on a i_____ named Santa Elena, in the middle of the Atlantic Ocean, and I never left...

Well now you know a part of my life but before I go, I would like to give you some advice, don't be greedy, nor envious, work hard and study a lot, and always, always respect others, I am telling you this on behalf of my own experience...

Goodbye friends, and kind regards from the E_____ Napoleon Bonaparte, Au revoir!

⁵³ Retrieved from <https://www.youtube.com/watch?v=npl9G-lyRB0> and adapted. Accessed 07/07/2021.

7.2. Appendix B⁵⁴ - 16 Reading Skills

READING SKILLS

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

THE CLASSROOM KEY

⁵⁴ Retrieved from <https://www.theclassroomkey.com/2015/10/16-reading-strategies-to-teach-this-year.html>.
Accessed 07/07/2021.

7.3. Appendix C⁵⁵ - Map of Europe

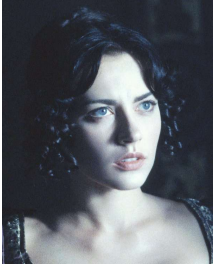


⁵⁵ Retrieved from <https://rohaeworldmaps.blogspot.com/2020/10/map-of-europe.html>. Accessed 07/07/2021. The name of the island of Elba was added to the map.

7.4. Appendix D⁵⁶ - Who is Who Worksheet

Student name: _____

Who is who? Provide a little information about each of the characters below according to chapter 1:

⁵⁶ Assembled with images from the internet.

7.5. Appendix E – Chapter 2 Review Worksheet

Chapter 2 review

Student name: _____

Discuss:

- What connects Danglars and Fernand?
- What happened on the island of Elba?

Find the correct ending to the sentences:

- | | |
|---|---|
| 1 Danglars wrote a letter | a. to a Greek Goddess in her white dress. |
| 2 <u>Caderousse</u> , although very drunk, | b. to denounce Edmond. |
| 3 Fernand probably found the letter in the bushes | c. why Edmond was arrested. |
| 4 Monsieur Morrel offered a toast | d. to the couple's engagement. |
| 5 Mercedes is compared | e. is worried about Edmond's father. |
| 6 Fernand barely ate anything at the luncheon | f. and sent it to the prosecutor. |
| 7 The soldiers did not say | g. because he was waiting for guards to come and arrest Edmond. |

7.6. Appendix F⁵⁷ - Chapter 3 Game on Nearpod

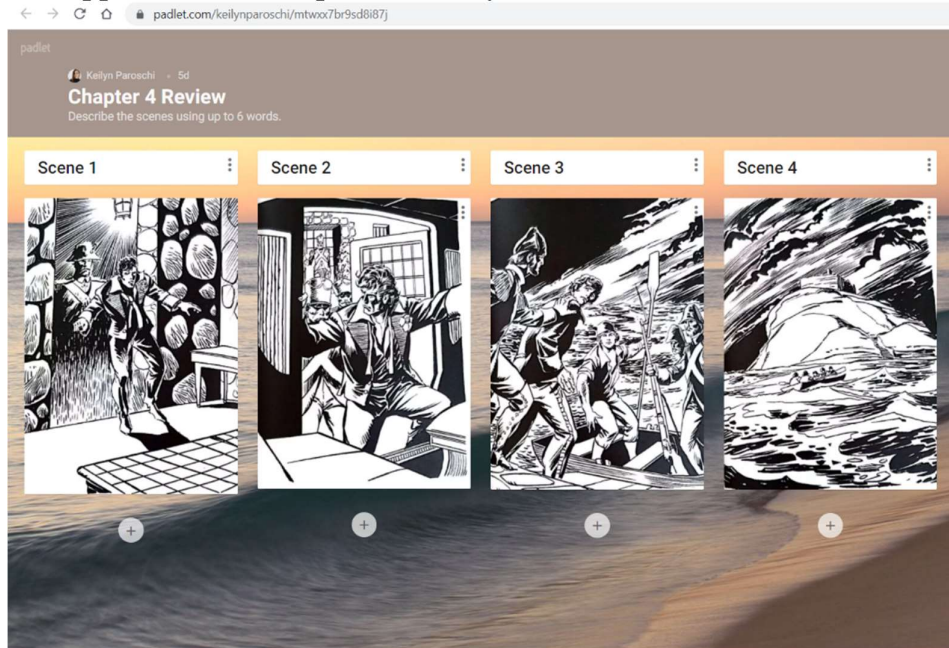
The questions of the game appear in teacher view mode below:

The screenshots show the following questions and answers:

- Question 1 of 8:** What was Edmond accused of?
Options: treason (correct), betraying Mercedes, killing Captain Ledere.
- Question 2 of 8:** Villefort noticed...
Options: Edmond had a lot of knowledge, Edmond had a lot of knowledge about politics, Edmond's knowledge was limited to sailing (correct).
- Question 3 of 8:** Did Villefort believe Edmond wasn't a traitor?
Options: yes (correct), no.
- Question 4 of 8:** Villefort named himself after his mother because...
Options: he preferred it, his father was a traitor (correct), he didn't have a father.
- Question 5 of 8:** Why couldn't Villefort arrest his father?
Options: because he loved him, because he was scared of him, because people would think he was a traitor too (correct).
- Question 6 of 8:** By throwing the letter into the fire, Villefort was doing a favor to
Options: Edmond, himself (correct), Napoleon.
- Question 7 of 8:** Edmond recognized Fernand's handwriting
Options: true, false (correct).
- Question 8 of 8:** Edmond returned home to his father and Mercedes.
Options: true, false (correct).

⁵⁷ This game was created for purposes of this project on <https://nearpod.com>.

7.7. Appendix G⁵⁸ - Chapter 4 Activity on Padlet



⁵⁸ This activity was created for purposes of this project on <https://padlet.com>. The pictures were retrieved from the book *The Count of Monte Cristo*, Great Illustrated Classics series (Dumas, 1992, pp. 64-71).

7.8. Appendix H⁵⁹ - Bored vs Boring Worksheet

BORED vs BORING

Patricia is **bored**. She is doing nothing.
That is a **boring** novel. I don't like it.

ADJECTIVES ENDING IN **-ED** TALK ABOUT ONE'S OWN FEELINGS
ADJECTIVES ENDING IN **-ING** TALK ABOUT A PERSON, A THING OR A
SITUATION THAT CAUSES ONE'S FEELINGS

CHOOSE THE CORRECT ANSWER.

- 1.- The film was so I left the cinema. (bored/boring)
- 2.- The boy wasn't..... because the dog didn't look very dangerous. (scaring/scared)
- 3.- Some sentences are sometimes very (confused/confusing)
- 4.- My neighbour is always in listening to my jokes. (interesting/interested)
- 5.-Lawrence isn't an person. (amazed/amazing)
- 6.- Josephine was when she got the job. (surprised/surprising)
- 7.-The festival is next Saturday and I feel (exciting/excited)
- 8.-I was a experience for all of us. (frightened/frightening)
- 9.-The situation was really (scared/scaring)
- 10.-Julio was very yesterday afternoon. (annoying/annoyed)
- 11.- She was upset. It has been a very day. (frustrated/frustrating)
- 12.-I don't like George because he is (bored/boring)
- 13.- You must see this film, It is very (entertained/entertaining)
- 14.-The roller coaster wasn't for them. (excited/exciting)
- 15.- My boyfriend was very when he failed the exam. (disappointed/disappointing)
- 16.- Lorena ,the golfer, said it was a situation when she ended up in the pool.
(disappointed/disappointing)
- 17.- He forgot his wallet . He told me that it was an moment when he realized that he had no money with him. (embarrassed/embarrassing)

⁵⁹ This worksheet was created by Anarti (2012). Retrieved from <https://islcollective.com> . Accessed 07/07/2021.

7.9. Appendix I⁶⁰ -Chapter 6 Find The Word Activity

Find the word...

Chapter 6 from The Count of Monte Cristo

* Required

Name *

Your answer _____

(P. 88) Find a word that means "to eat very quickly and loudly". *

Your answer _____

(P. 90) Find a word that means "drive or push something forwards". *

Your answer _____

(P. 92) Find a word (verb) that is a synonym for "hide". *

Your answer _____

(P. 94) Find a word that means "a loud, sharp sound or series of sounds, as made by pieces of metal being struck together". *

Your answer _____

(P. 96) Find a word that is a synonym for "corridor, alley, hall". *

Your answer _____

(P. 98) Find a word that means "shaking or quivering, typically as a result of anxiety, excitement, or frailty". *

Your answer _____

⁶⁰ This activity was created for purposes of this project on <https://docs.google.com>.

7.10. Appendix J⁶¹ - Chapter 6 Game on Quizizz

4 questions

SHOW ANSWERS

PREVIEW

Question 1

20 seconds

Q. Edmond still desired to die.

— answer choices —

☐ true ☐ false

Question 2

Ungraded

180 seconds

Q. Explain what led Edmond to reproach himself.

Question 3

Ungraded

180 seconds

Q. "This thought propelled Edmond off his cot and into a search for something to scrape with. His cot had iron clamps, but they were screwed tightly into the wood. His eyes lit up when he saw his water mug."

Based on the context, what do you think the underlined expression means?

Question 4

60 seconds

Q. Edmond's plate...

— answer choices —

☐ was expensive ☐ was broken by the jailor

☐ was broken by Edmond ☐ was not bought with tax money

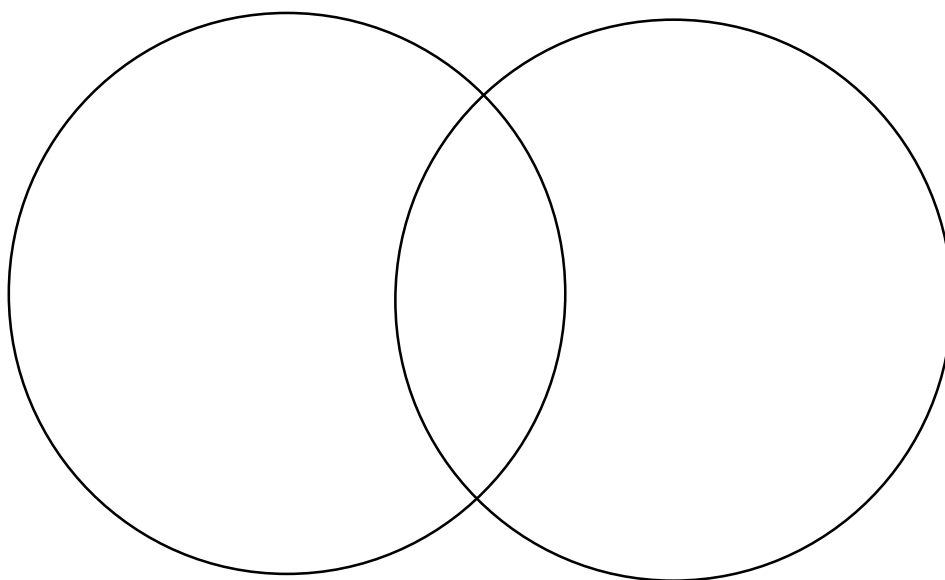
⁶¹ This game was created for purposes of this Project on <https://quizizz.com/>.

7.11. Appendix K – Venn Diagrams

Name: _____

Defense Attorney

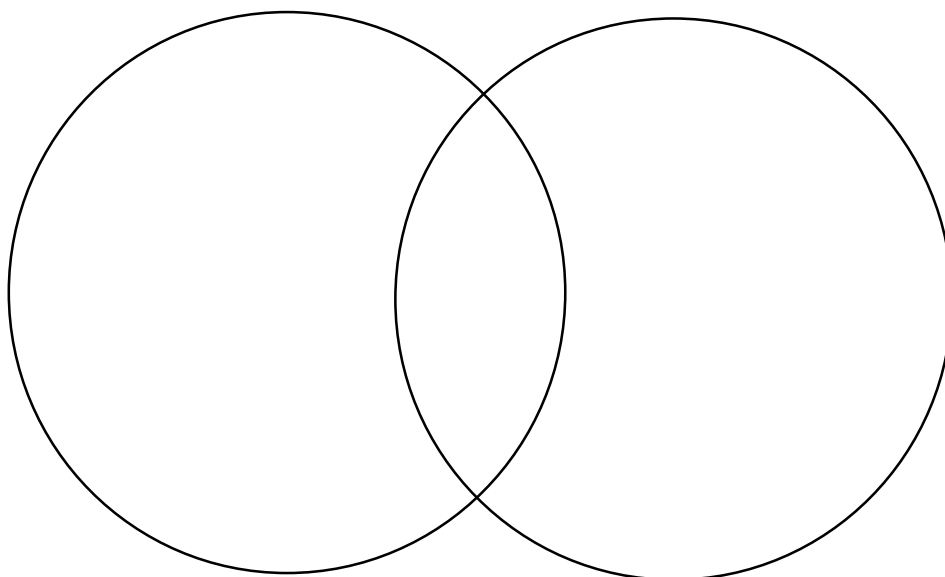
Prosecutor



Name: _____

Edmond Dantes

Father Faria



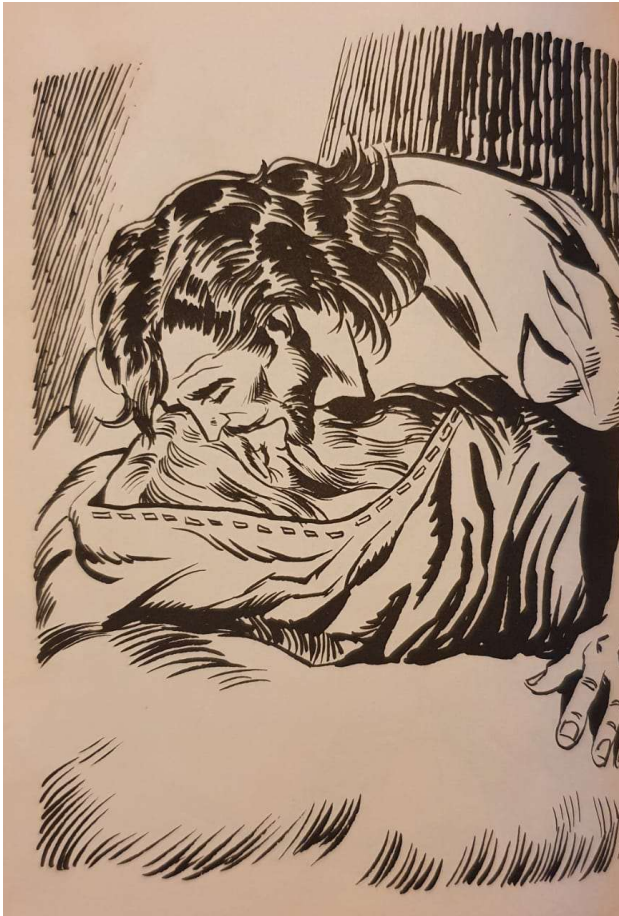
7.12. Appendix L – Pens in The Middle Activity Worksheet

Name: _____

1. About the map of Monte Cristo, answer the following questions:
 - Why was it given to Edmond?

 - What does it show?
2. Edmond said: "I must not die now. I must punish my executioners first". Explain this statement.
3. Reflect about the following sentence: "Since it is only the dead who go free from here, I must take the place of the dead". What do you think Edmond has in mind?

7.13. Appendix M⁶² - Chapter 8 Picture



⁶² Picture retrieved from *The Count of Monte Cristo*, Great Illustrated Classics (Dumas, 1992, p. 126).

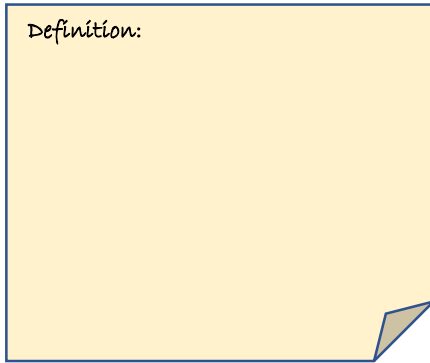
7.14. Appendix N – Vocabulary Worksheet

Name: _____

Book chapter: _____

Word: _____

Definition:

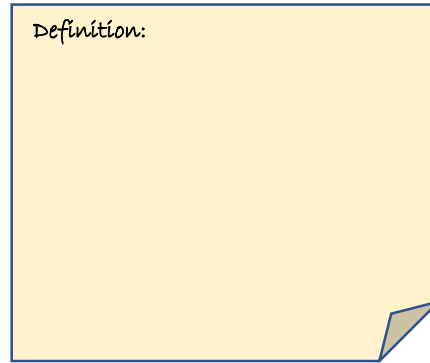


Sentence in which the word was used:

Create a new sentence with the word:

Word: _____

Definition:

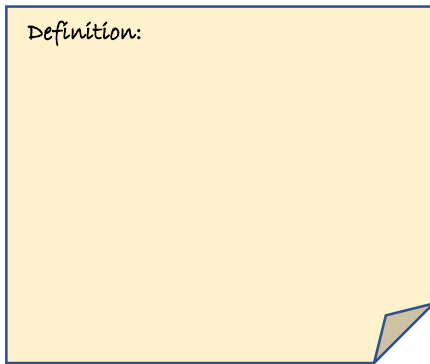


Sentence in which the word was used:

Create a new sentence with the word:

Word: _____

Definition:

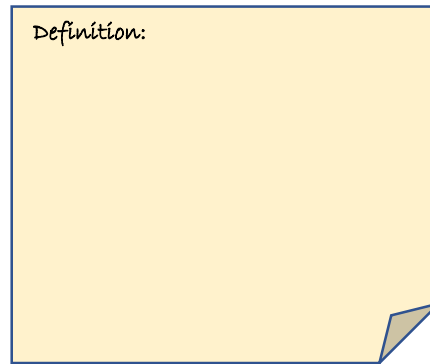


Sentence in which the word was used:

Create a new sentence with the word:

Word: _____

Definition:



Sentence in which the word was used:

Create a new sentence with the word:

7.15. Appendix O⁶³ - Find Facts and Details Activity

Find facts and details...

The Count of Monte Cristo Chapter 9

* Required

Name *

Your answer

What did Edmond do with Father Faria's body? *

Your answer

When Edmond stitched the shroud, he had something in his hand, what was it and what did he plan on doing with it? *

Your answer

The jailors found Father Faria's body before having taken Edmond to the cemetery. *

☐ true

☐ false

Where was the Chateau d'If's cemetery? *

Your answer

What did the jailors tie around Edmond's ankles and why? *

Your answer

"In another second his mouth would open, and the sea would pour into him". What does this sentence mean? *

Your answer

While Edmond swam towards an uninhabited island, what was he trying to run away from? *

Your answer

Why did Edmond decide to go after a smugglers' (= contrabandistas/traficantes) sailboat? *

Your answer

⁶³ This activity was created for purposes of this project on <https://docs.google.com>.

7.16. Appendix P⁶⁴ - Reading a Map Grid Activity

What is a Map Grid?

A compass rose is not the only way to find things on a map. Many maps use a map grid. A map grid is a set of horizontal and vertical lines on a map that make squares. They help you find places on the map. Many maps use both a compass rose and a map grid. By following a map grid you can find what objects are located in the squares.



When you use a map grid you are looking for the square that something is located within. For example, let's look for the bus stop. If I tell you that it is located at B,4 that means you look at the horizontal row, and go across until you come to the letter B, then go down to row 4. Notice that the horizontal row is said first (B) and the vertical row (4) is said second. When you write it, use a comma between the letter and the number. The answers for the two questions below are upside down in the lower right hand corner.

Where is the bus located? _____

Where is the bank located? _____

Using a Map Grid

Name _____

Use the map grid below to answer the questions. Don't forget to put the horizontal letter first, then a comma, then the number. It will look like this: A,3



- Where is the florist located? _____
- In what two grids is Lane Avenue located? _____, and _____
- Where is the gas station located? _____
- Where is the barn located? _____
- What is located at D,2? _____
- What is located at B,3? _____
- Where is the playground located? _____
- What is the only thing located in E,4? _____
- The traffic light is located in _____
- Draw a tree in E,1.

Finding a City

Name _____

Use the map grid of Ohio below to answer the questions under the picture. Notice that the letters and numbers are not written here. Many map grids look this way.



- Where is Toledo located? _____
- What city is located in B,4? _____
- Where is Cincinnati located? _____
- What city is located in G,9? _____
- Where is Lima located? _____
- In which grid is Cleveland located? _____
- What city is located in E,4? _____
- Where is Bowling Green located? _____
- What city is located at B,7? _____
- Where is Mansfield located? _____

⁶⁴ The worksheets were retrieved from <https://www.teacherspayteachers.com>. Accessed 07/07/2021. The worksheets were written by Bernard (2015). For copyright issues, they are displayed here in a small, thus undecipherable size.

7.17. Appendix Q – Formulating and Answering Questions Worksheet

Reading Strategy: asking and answering questions.

Names: _____

Question	Answer
	This answer is inferential ☐ This answer is in the text ☐

Question	Answer
	This answer is inferential ☐ This answer is in the text ☐

7.18. Appendix R – Fact vs Opinion Worksheet

FACT VS OPINION

Name: _____



A fact is something that is true and can be proven.



An opinion relates to someone's feelings about someone or something.

Determine if the statements from Chapter 11 are fact (F) or opinion (O).

1. ____ The smugglers received 100 francs each for the cargo transfer.
2. ____ Edmond had diamonds that were worth much more than 100 francs.
3. ____ To Edmond, Jacopo seemed unhappy.
4. ____ It was a good idea to buy new and expensive clothes.
5. ____ Edmond's money got instant obedience to his wishes from everyone.
6. ____ Ordering expensive wine, fruits, and cheeses is something rich people do.
7. ____ Edmond believed he would get information from Caderousse.
8. ____ Edmond bought a yacht from an Englishman.
9. ____ It was important to make sure that Edmond wasn't followed to the island of Monte Cristo.
10. ____ Caderousse owned a small roadside inn.
11. ____ Edmond looked like a priest.
12. ____ Monsieur Dantes, Edmond's father, died of starvation.
13. ____ Danglars and Fernand should have paid for Monsieur Dantes' funeral.
14. ____ The story Caderousse told was terrible.
15. ____ Caderousse deserved the ruby ring.

7.19. Appendix S⁶⁵ - Chapter 12 Find the Word Activity

Find the word...

Chapter 12 from The Count of Monte Cristo

* Required

Name: *

Your answer

(P. 183) Find a word that means: "the economic group with the greatest wealth and power in society". *

Your answer

(P. 184) Find a word that is a synonym for "vengeance" *

Your answer

(P. 186) Find a word that is a synonym for "afraid, scared" *

Your answer

(P. 190) Find an expression that is a synonym for "amazed, stupefied" *

Your answer

(P. 194) Find a word that means: "items of property owned by a person or company, regarded as having value and available to meet debts, commitments, or legacies" *

Your answer

(P. 194) Find a word that means: "a person's movable possessions" *

Your answer

(P. 198) Find a word that is a synonym for "paper money" *

Your answer

(P. 204) Find a word that is a synonym for "destroyed" *

Your answer

(P. 210) Find a word that means "intense and selfish desire for something, especially wealth, power, or food" *

Your answer

(P. 212) Find a word that means "compassion or forgiveness shown toward someone whom it is within one's power to punish or harm" *

Your answer

⁶⁵ This activity was created for purposes of this project on <https://docs.google.com>.

7.20. Appendix T – Chapter 13 Reading Comprehension Questions Worksheet

The Count of Monte Cristo – Chapter 13

Name: _____

1. Who was Albert?
2. Why had Edmond sent Jacopo to Constantinople?
3. Who was Haydee and what did she say Fernand did?
4. Why did Albert get upset with the Count of Monte Cristo?
5. What reason did Mercedes give Edmond as to why she married Fernand?
6. Why did Edmond expose Fernand?
7. What does Albert mean when he says “then I might have had a father I could be proud of”?
8. “The Count of Monte Cristo has cut off your life as you cut off Edmond Dantes’ life”. Explain this sentence.
9. What does Edmond do in the end of the story? Is he happy? Why?

7.21. Appendix U – Argumentative Essay Instructions

THE COUNT OF MONTE CRISTO – ESSAY

Name: _____

Argumentative Essay Outline:

1st paragraph: Introduction + thesis statement (your opinion)

2nd paragraph: 1st reason + examples

3rd paragraph: 2nd reason + examples

4th paragraph: Conclusion

Now that you have reviewed the structure of an argumentative essay, it is your turn to write one.

Topic: **"Revenge is sweet"**. Write an essay that supports or opposes the statement. Use examples from the Count of Monte Cristo, but feel free to go beyond.