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How Much do Secondary School Students Know about English Literature?

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OCTUBRE, 2015

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RESUMEN

El presente trabajo es una investigación que tiene como objetivo analizar y mostrar el conocimiento que tienen los estudiantes de la E.S.O. sobre las literaturas inglesa y norteamericana, usando como herramienta una encuesta basada en preguntas relacionadas tanto con las obras clásicas como con las obras más actuales escritas en lengua inglesa. Dando por hecho la importancia de la literatura en el proceso de aprendizaje de un idioma, he propuesto una unidad didáctica basada en los gustos de los estudiantes, concretamente “Harry Potter”, a través de la cual se estimula y acerca al alumno al mundo de la literatura practicando mediante la práctica de las 4 destrezas del inglés.

Palabras clave: encuesta, ESO, literatura inglesa, literatura norteamericana, unidad didáctica, Harry Potter.

ABSTRACT

This project consists of a research that aims to analyse and show the knowledge that students of E.S.O. have of English and American literatures. For this purpose I have used a survey made up of questions based on both classical and contemporary works. Taken for granted the importance of literature in the process of learning a language, I have included a didactic unit based on the preferences of the students, specifically “Harry Potter”, through which the students are stimulated and brought closer to the world of the literature by allowing the practice of the 4 English skills.

Key words: survey, Obligatory Secondary Education, English literature, American literature, didactic unit, Harry Potter.

1. INTRODUCTION

1.1. Literature in foreign language teaching

Literature has played an important part in the teaching of foreign languages for centuries. Before modern teaching methods appeared, grammar-translation was the main methodology used in foreign language lessons. This method was based on the use of literature as an example of authentic texts produced in the target language. Through translation and textual analysis students deductively learned grammatical rules and vocabulary (Fenner, 2001:13). The main goal of this approach was not to develop the student's ability for communicating in a foreign language, but rather "to exercise the mind and at the same time to be able to read in that language" (Zainuddin *et al*, 2011:64). Grammar-translation was mainly used for teaching Greek and Latin when education was a luxury for a few privileged, at a time when being able to read classical Greek and Latin literature was a "mark of an educated person" (64). Since the ability of reading was the main goal and communicating in the target language was not the main concern, lessons were conducted primarily in the student's mother tongue. Times changed, education became more widespread and eventually new theories about second and foreign language acquisition appeared. The Grammar-translation methodology became archaic and thus the use of literature, its main tool, became stigmatized in foreign language teaching, except for those FLT theorists that still believed in the advantages of the so called Reading Method.

The 20th century also saw a change in the view of culture "from 'high' culture to everyday culture or from a 'culture of the elite' to 'common culture'" (Fenner and Newby, 2000: 143). EFLT was now more concerned about reflecting the everyday lives of ordinary people than 'abstract' literary characters: "literature was out, football was in". The result was that literature became relegated to teaching higher level students who were specialized in languages (Fenner, 2001:14). However, in the last few years the debate around the employment of literature in foreign language teaching has come to the fore. As Elliott states, "it would appear that over the last few years there is a positive swing back to using literature in a language context" (1991:65). The reason for this seems to be that now the authentic text has become the centre of attention after decades of using factual texts mostly written by textbook writers from the learner's native culture in the EFL class (Fenner, 2001:13). As with any debate, we find arguments in favour of and against the inclusion of literature in foreign language teaching.

As far as the Spanish scenario is concerned, few scholars have been interested in analysing the implementation of literature in EFLT, but the list is growing with the passing of time. The pioneering books were Eduardo Burrieza's *Classics on Stage* (1989) and *From the Books to the Screen* (1989). Juan José Torres Núñez has specialized in the exploitation of drama in the classroom: *Teatro inglés para estudiantes españoles* (1995), *Nuevos horizontes para el teatro en la enseñanza de idiomas* (1996). He has also co-authored *La cultura y la literatura en la enseñanza de una lengua extranjera* (2015) with Nayla Garipova; and *Drama and CLIL: A New Challenge for the Teaching Approach in Bilingual Education* with Susana Nicolás Román (2015). Other attempts at introducing English literature in the classroom have been those of Eroulla Demetriou and José Ruiz Mas, who have authored *English Literature for Spanish Students* (2001), *Child's Play. An Introduction to Children's Literature for Teachers of English as a Foreign Language* (2009) and *Get Thee to a Playhouse. An Introduction to Elizabethan and Shakespearean Drama for Young Students of Literature* (2009). From a more theoretical perspective, Cristina Pérez Valverde's *Didáctica de la Literatura en Lengua Inglesa* (2002) deserves a creditable mention.

Let us first examine some arguments against the use of literary texts in language teaching. According to McKay (1986:191), some scholars concerned with language teaching affirm that the time required to teaching all that is necessary for the students to understand literary texts exceeds the time available during the academic year. Michael N. Long affirms that some may find "the teaching of literature as a luxury" (1986:58). According to Brumfit & Carter (1986:5), literature might be too difficult for non-native students. This makes the teacher's work more complicated to perform because these types of text require some knowledge of the field. Literary language deviates from what we can expect in a normal situation. This unpredictability in the language may confuse the student who may eventually feel unmotivated. Since the main goal of EFL teachers has too often been to teach the grammar of the language, they find that literature is not useful due to its complexity. There is undoubtedly some truth in all these arguments. However, as Long puts it, "the teaching of literature has lacked a consistent methodology for presentation to non-native speakers" (1986:42). This means that, with a proper methodology, literature could be turned into a beneficial activity in the EFL class.

Let us now examine some arguments in favour of the use of literary texts in foreign language teaching. First, precisely due to its complexity, literature develops the ability for inferring meaning from the context. As Long puts it, "it allows the development of techniques for finding meaning from context, for distinguishing between the important and the unimportant" (58-59). But that is not all, as, according to Fenner (2001:16), knowing a foreign language means that learners must be prepared for situations that they have never experienced before. They will be better prepared for this purpose through the experience of a multiplicity of situations which literature can provide. In

Brumfit & Carter's opinion (1986:14), "accepting appropriate tolerance of uncertainty is an essential part of being a good reader". According to Fenner (2001:17), these literary texts with a higher degree of difficulty can also serve as "models for the learner's own text production". Indeed, reading has always been a good way for improving the student's writing skill and even more beneficial when learning to write in a foreign language. Besides, literature may help to avoid prejudices towards foreign cultures (Common European Framework for Languages, 2001:43). Many researchers concerned with foreign language teaching agree with this. McKay argues that "literature may work to promote a greater tolerance for cultural differences for both the teacher and the student" (1986:193). Fenner goes further beyond these affirmations by stating that "literature does not only represent contemporary foreign culture"; it also represents the past (2001:20). Literature does not only bring students closer to contemporary foreign cultures. It also brings them closer to past cultures that still condition our modern societies. In this sense literary works have proved to be very useful and helpful for achieving the previously mentioned objectives established by the Common European Framework for Languages.

Another argument that many researchers have put in favour of using literature in the EFL class is the authenticity of literary texts. These texts, according to Fenner (16), are written by "textbook writers from the learner's native language". Literary texts provide students with authentic material, a genuine production of language that would serve as a better example of how natives of the target language communicate verbally and in written form. Another relevant quality of literature is the special context produced by the literary text between the text and the reader, precisely because literature consists of written texts whose complexity students can explore at their leisure (Kramsch, 1993:175). Finally, another reason why literature could be useful in the EFL class is that literary texts can lead to more interesting discussions in class, at least more interesting than most of the information gap exercises that can be found in many contemporary textbooks (Fenner, 2001:17). However, the key to success, as McKay (1986:193) comments, relies on the selection of literary works as well as in the way they are approached.

Foreign language teachers who are interested in the employment of literature in the classroom should follow some precepts in order to optimize the final result. As Fenner argues (2001:20), the historical-biographical method usually and traditionally employed in the teaching of literature, whose main concern was the connection between the literary text and the author's life, has been replaced by new literary theories where the reader constitutes the main focus. In the historical-biographical method, the literary text was treated in isolation; reader and text were regarded as separated entities. As Fenner argues, "lexical, functional, and cultural aspects have to

be interpreted as they are not static entities with one given meaning, but are given meaning by the subject, the reader, in the reading process" (24). Therefore, it can be concluded that the same literary text will mean different things to different people, and that the reading-event is always different, even for the same reader, due to the fact that the context in which it takes place is never the same.

All these concepts are of the utmost relevance to understand how to deal with literary texts in the foreign language classroom. However, they do not seem to be taken into consideration very often. According to McKay (1986:191), there are a series of mistakes that are frequently made with such texts in such contexts. Indeed, one thing is to know the linguistic rules and another thing is to know how to use them in native-like communication. This distinction of two levels of linguistic knowledge is what Widdowson (cited in McKay 1986:191) labels as *usage* and *use*, being *usage* the storage of linguistic rules and *use* the ability to employ them effectively.

According to McKay (196), one of the most common mistakes in foreign language teaching as far as the employment of literature is concerned is the employment of the tendency to use specific literary texts for the purpose of teaching language usage. It is not uncommon in present-day textbooks to find activities in which the students are asked to circle a particular grammatical form in a literary book excerpt or to focus on formal aspects of word formation processes, etc. As Widdowson (cited in McKay 1986:194) points out, "to present someone with a set of extracts and to require him to read them not in order to learn something interesting about the world but in order to learn something about the language being used is to misinterpret language use to some degree". By asking the students to focus their attention on some information that they will have to retrieve in order to carry out an activity, a mainly linguistic reading is being promoted.

According to McKay (195), students should be required to approach literary texts aesthetically and language usage should only be explored for the sake of the reading experience. Only with an aesthetic approach of the literary text all the potential good qualities of the employment of literature in FLT could be exploited to the full. In order to promote this kind of reading in the students, the activities related with the text should be constituted by open questions, so that the students would look for the answers in their particular experience in the reading event, not in the text. It might also give rise to more interesting debates in the classroom.

Another key to succeed in using literature in the foreign language class is the selection of literature. If the texts selected are difficult at a cultural level or a linguistic level, students will not be able to engage in the activities proposed. The better option, according to McKay (194), is to use excerpts from literature written for young adults because this type of literature is more closely in line with the students' preoccupations, it will fit better in their everyday contexts and, therefore, they will be

more identified with it and hence more motivated. Furthermore, students would probably know about the book, may have read the book or watched a film based on it, before approaching the text.

We should also consider another point in the employment of literary texts in foreign language teaching: the proper selection of a book excerpt. Regarding this topic Cook draws attention to the fact that the extraction of a certain passage of a literary text results in the destruction of internal cohesion of the literary work (as cited in Pérez Valverde, 2002:91). This does not mean that book excerpts should be forbidden in the FL class. However, it implies that there are certain aspects that should be borne in mind. The first one is the strategic selection of the book excerpt. Due to the fact that in a literary text anaphoric references predominate, it would be recommendable to select passages from parts that are less anaphorically tied, e.g. the beginning, a part that represents a new beginning in the story, or a narrative turn. The way in which the text is introduced will also be determinant. Its separation from the literary work could be employed as an element to create intrigue and interest in the students (91).

1.2. Analysis of the survey and the characteristics of the participants

This survey was made between the 26th and 30th of May, 2014, at “La Milagrosa” Secondary School of Úbeda (Jaén) to a total number of 183 students from the 1st year of E.S.O. to the 4th year of E.S.O., inclusive. Each level is divided into A and B groups and the criterion employed to separate them was the alphabetical order. The survey was made only with students; no teachers participated in it. There are no gender differences regarding this survey. Some factual data should be given about “La Milagrosa” Secondary School (c/ Murillo 1, 23400 Úbeda, Jaén, telf. 953-750449, info@milagrosa.es). This is a medium-sized semi-private school (“centro concertado”) run by the religious order of nuns of Saint Vicente de Paul and Saint Louisa de Marillac since 1857. Its clientele is and has always been that of students whose parents have voluntarily chosen to provide their children with a religious education. The socio-economic level of the average student ranges from a lower middle class to the upper class in the area. The level of implication of the parents in their children’s education is relatively high. The academic level of the parents ranges from secondary studies to university studies. Illiterate and/or primary studies do not abound in the parents of the “Milagrosa” students. Neither do manual workers. We could therefore conclude that the cultural level of the parents and families is from medium to high.

The main aim of this survey is to find out the level of knowledge in the ESO students of English and American literature. This information may be of use for four reasons: a) it provides teachers information on the cultural level of our students regarding the literature of the English-speaking countries in the different stages of

Secondary Education; b) it helps teachers to establish the convenience of using literary activities throughout the students' process of learning English as a foreign language; and c) it provides teachers with interesting information on their students' reading habits and preferences, an information that may be of great use for when it comes to the choosing of the graded readers as obligatory or voluntary reading material; d) it provides the teachers with information on their students' development of knowledge from the lower stages of ESO (1st and 2nd years) to the upper ones (3^{er} year and especially the 4rd year, that is, a stage prior to the post-obligatory level of education).

To choose the titles of the literary works to include in the survey I took into consideration the following rules: a) the books should belong to the English and American literary canon, and b) the books should be currently studied universities (I made sure that I included some of the main literary works that I had studied in my English Philology degree); c) I searched for some best-selling or classic titles in book selling websites and c) I also took into consideration those titles that had had popular film adaptations and/or graded reader adaptations in the current ELT catalogues.

Next I will provide statistical information accompanied by a final conclusion based on the obtained results. The analysis will go from the most specific parts to the most general parts of the survey, giving a step by step vision of the situation.

Before I begin with the analysis I should insist on some important aspects for a better understanding of this research. The rules that I have used for the calculation of the percentages of the answers was a simple cross multiplication. In the first part of the survey I have multiplied the number of the punctuation in each part (English and American Literature) with the number of the students and I have divided the result by the total maximum punctuation. And the result multiplied by 100 has been converted into percentage. In the second part of the survey, in the general questions, I have followed the same procedure, but taking into account that for some questions the students could choose more than one answer, so I counted each answer as a student.

The following are the questions poised to the ESO students in my survey. The same questions have been used for the four levels of ESO:

1.3. Literature questionnaire

From 1 to 5 indicate how much you know these following English and American books (1 being the lowest and 5 being the highest).

English Literature

<i>Frankenstein</i> - Mary Shelley	1	2	3	4	5
<i>Heart of Darkness</i> - Joseph Conrad	1	2	3	4	5
<i>Paradise Lost</i> - John Milton	1	2	3	4	5
<i>Ulysses</i> - James Joyce	1	2	3	4	5
<i>The Jungle Book</i> - Rudyard Kipling	1	2	3	4	5
<i>Othello</i> - William Shakespeare	1	2	3	4	5
<i>Oliver Twist</i> - Charles Dickens	1	2	3	4	5
<i>The Picture of Dorian Gray</i> - Oscar Wilde	1	2	3	4	5
<i>Hamlet</i> - William Shakespeare	1	2	3	4	5
<i>1984</i> - George Orwell	1	2	3	4	5
<i>Pride and Prejudice</i> - Jane Austen	1	2	3	4	5
<i>Drácula</i> - Bram Stoker	1	2	3	4	5
<i>Romeo and Juliet</i> - William Shakespeare	1	2	3	4	5
<i>Lord of the Flies</i> - William Golding	1	2	3	4	5
<i>Robinson Crusoe</i> - Daniel Defoe	1	2	3	4	5
<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> – R.L. Stevenson	1	2	3	4	5
<i>Gulliver's Travels</i> - Jonathan Swift	1	2	3	4	5
<i>The Canterbury Tales</i> - Geoffrey Chaucer	1	2	3	4	5
<i>Beowulf</i> – Anonymous	1	2	3	4	5
<i>A Christmas Carol</i> - Charles Dickens	1	2	3	4	5
<i>Alice's Adventures in Wonderland</i> - Lewis Carroll	1	2	3	4	5
<i>Rob Roy</i> - Walter Scott	1	2	3	4	5
<i>Ivanhoe</i> – Walter Scott	1	2	3	4	5
<i>Jane Eyre</i> – Charlotte Brontë	1	2	3	4	5

<i>Wuthering Heights</i> - Emily Brontë	1	2	3	4	5
<i>The Lord of the Rings</i> - J.R.R. Tolkien	1	2	3	4	5
<i>The Hobbit</i> – J.R.R. Tolkien	1	2	3	4	5
<i>Harry Potter</i> – J.K. Rowling	1	2	3	4	5
<i>Sherlock Holmes</i> – Conan Doyle	1	2	3	4	5

American Literature

<i>Moby Dick</i> - Herman Melville	1	2	3	4	5
<i>The Adventures of Huckleberry Finn</i> - Mark Twain	1	2	3	4	5
<i>The Raven</i> - Edgar Allan Poe	1	2	3	4	5
<i>Tales of Mystery and Imagination</i> – Edgar Allan Poe	1	2	3	4	5
<i>The Scarlet Letter</i> - Nathaniel Hawthorne	1	2	3	4	5
<i>The Adventures of Tom Sawyer</i> - Mark Twain	1	2	3	4	5
<i>Breakfast at Tiffany's and Three Stories</i> - Truman Capote	1	2	3	4	5
<i>The Last of the Mohicans</i> - James Fenimore Cooper	1	2	3	4	5
<i>The Great Gatsby</i> - F. Scott Fitzgerald.	1	2	3	4	5
<i>Uncle Tom's Cabin</i> – Harriet Beecher Stowe	1	2	3	4	5
<i>Tales of the Alhambra</i> – Washington Irving	1	2	3	4	5

How did you find out about these works? (You can choose more than one option)

- a. A friend/ teacher/ brother/ sister/ parent/ relative recommended it to me
- b. I have seen a film or TV versions
- c. By the Internet
- d. At school: my English textbook includes passages about the book and/or its author
- e. I have read a “reader” or simplified version of it
- f. By videogames
- g. In the library
- h. Other:

General questions

1. *Which of these works have you seen/studied in your English textbook? (You can write more than one.)*
2. *How many of these books have you read, either in Spanish or in English? Which ones?*
3. *Would you like to choose any of the works mentioned above on which you would like to work in class?*
4. *How many literary texts have you seen in your English classes this year? Which ones?*
5. *What type(s) of literature do you like most?*
6. *Who are your favourite English-speaking authors and books?*

7. *Do you think literature is important for learning a foreign language? Why/Why not?*

8. *Do you read for pleasure or by obligation?*

9. *Do you read Spanish literature?*

10. *Apart from literature what else do you read?*

11. *Can you classify the works mentioned above in genres?*

POETRY:

NOVEL:

SHORT STORIES:

DRAMA:

12. *Can you classify the authors above according to their historical periods?*

MEDIEVAL (UP TO THE 15TH CENTURY):

RENAISSANCE AND THE RESTORATION (THE 16TH AND 17TH CENTURIES):

THE ENLIGHTENMENT (18TH CENTURY):

THE ROMANTIC PERIOD IN BRITAIN OR FIRST HALF OF 19TH CENTURY IN AMERICA:

VICTORIAN PERIOD IN BRITAIN OR SECOND HALF OF THE 19TH CENTURY IN AMERICA:

20TH AND 21ST CENTURIES:

13. Indicate the works where the following protagonists or place names appear:

1. Congo
2. Dublin
3. Dr Watson
4. Desdemona:
5. Bilbo
6. Big Brother
7. Robin Hood
8. Mateo Ximenes
9. Lilliput
10. Vampires
11. Basil Hallward
12. Piggy
13. Simon Legree
14. Nick Carraway
15. Mr Utterson
16. Uncas
17. The Fallen Angel
18. Pilgrims
19. Heathcliff

20. Manhattan
21. Mr Scrooge
22. Grendel
23. Scotland
24. Mowgli
25. Captain Achab
26. An orphanage in London
27. Mr Rochester
28. Dark Lord Sauron
29. Hogwarts School of Witchcraft and Wizardry
30. The Cheshire Cat
31. Jim
32. Ophelia
33. The Creature
34. The Death Masque
35. Aunt Polly
36. Mr Darcy
37. Verona
38. Friday
39. "Never more"
40. Chillingworth

14. Write anything that comes to your mind in relation to the following literary works even if it is only one word (do not include author's name or the names of their protagonists):

HAMLET:

ROBINSON CRUSOE:

THE STRANGE CASE OF DR JEKYLL AND MR HYDE:

GULLIVER'S TRAVELS:

ALICE'S ADVENTURES IN WONDERLAND:

MOBY DICK:

THE ADVENTURES OF TOM SAWYER:

THE LAST OF THE MOHICANS:

THE GREAT GATSBY

UNCLE TOM'S CABIN:

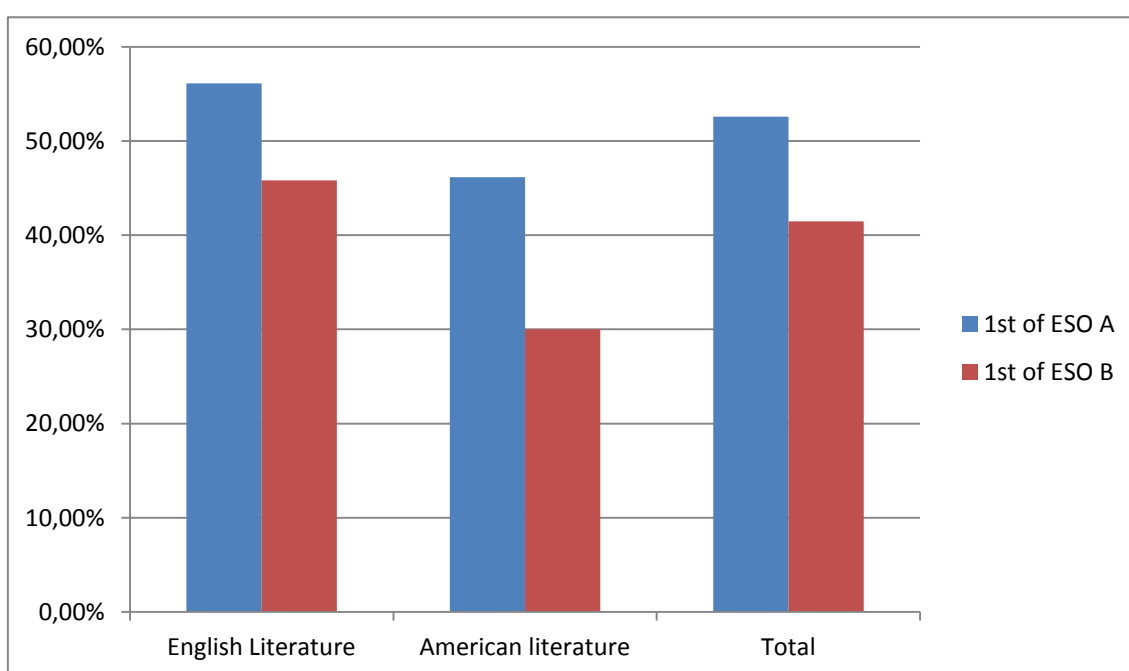
2. ANALYSIS OF THE DIFFERENT LEVELS

2.1. 1st Year of E.S.O.

A total of 47 students participated in the survey, class A with 23 students and class B with 24 students. In the first part of the survey, they had to give a number from 1 to 5 depending on the subjective level of knowledge that they thought they had of the literary works of the questionnaire. I am also aware that the data provided by the survey applied to 1-ESO student may not be absolutely reliable due to the young age and intellectual maturity of these post-primary education students.

The 23 students of class A obtained 1871 out of 3335 points which constitutes 56.1% of the total in the English literature section of the survey and 548 out of 1265 points, which is 46.16% in the American literature section. If we add up these percentages we have a punctuation of 52.58%. In class B, in the English literature section the 24 students had a result of 45.83% (that is, 1595 out of 3480 points) and in the American literature section they only had a punctuation of 30% (that is, 396 out of 1320 points). In total, this class scored 41.47% (1991 out of 4800 points).

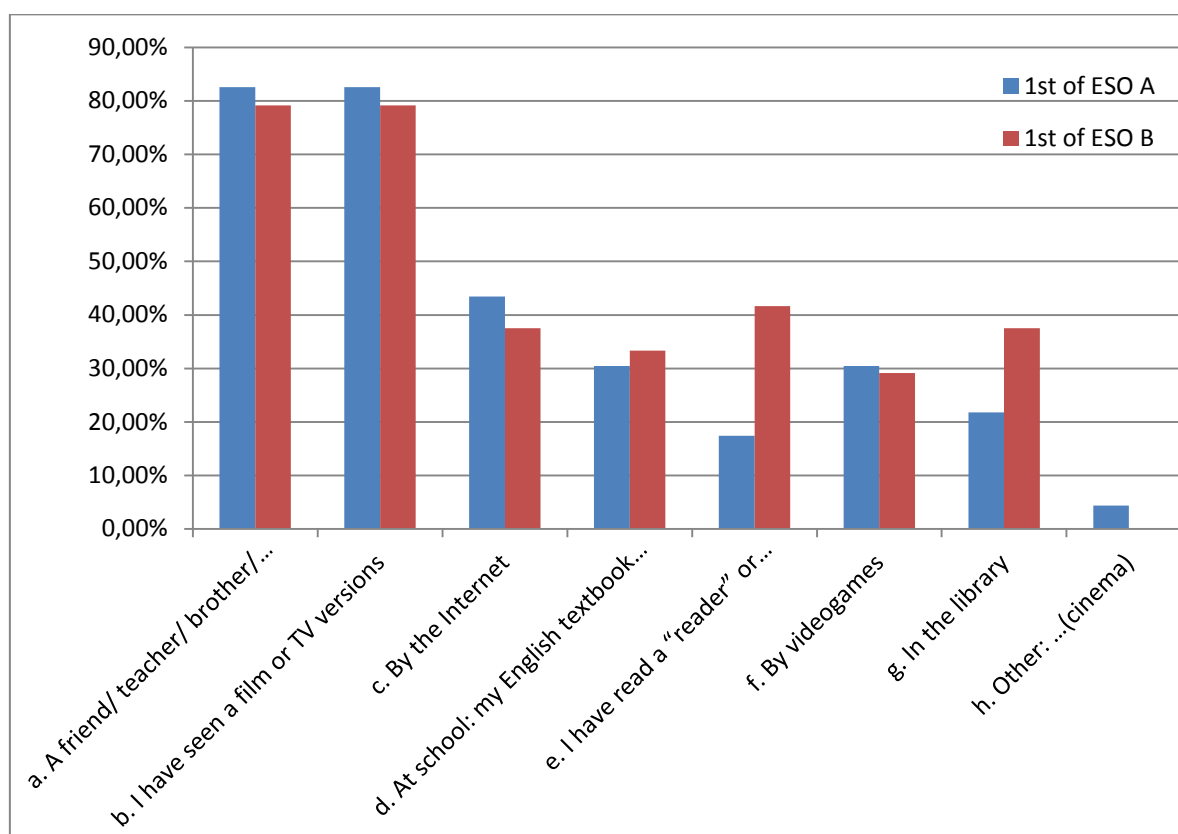
Summing up the results of the two groups (47 students), in the first part of the survey they obtained a total percentage of 46.91% of general knowledge about English and American literatures (that is, 4410 out of 9400 points). In both classes we can see a small difference of knowledge as far as English and American literatures are concerned, being this latter lower in both classes. In class B the difference was even larger.



In the second item of the survey they were asked how they had found out about these works I obtained the following results. It should be noted that for this question the students were allowed to choose more than one answer.

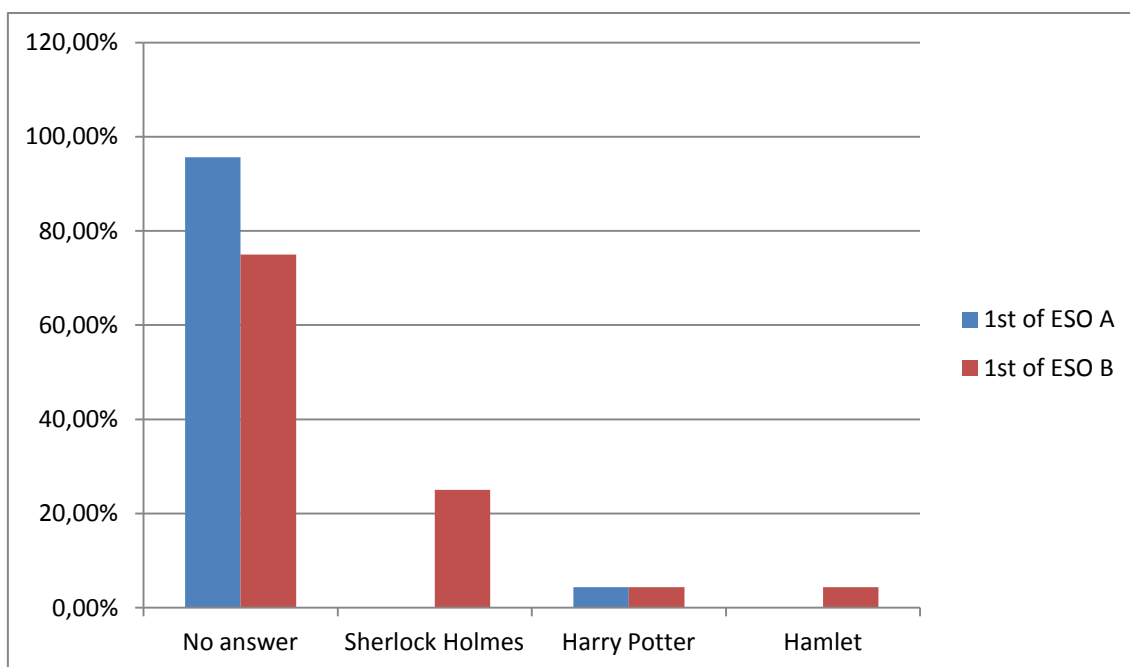
In class A, 19 students chose option "a) A friend/teacher/brother/parent/relative recommended it to me", that is, 82.6% of the students, and another 19 students chose option "b) I have seen a film or TV versions", that is, another 82.6%. 10 students chose "c) by the Internet", which is 43.47% of the students. 7 students chose option "d) At school: my English textbook includes passages about the book and/or its author", that is, 30.43%. Option "e) I have read a "graded reader" or a simplified version of it" was only chosen by 4 students, that is, 17.39%. 7 students chose option "f) By videogames", that is, 30.43%. Option "g) In the library" was chosen by 5 students, that is, 21.79%, and finally for the last option "h) Other...", only one alternative was added by only 1 student that chose this option: "by cinema", that is, 4.34%.

In class B we obtained the following results. In both questions a) and b) 19 students each chose the two options respectively, that is, 79.16% for each item. 9 students opted for c), that is, 37.5%. 8 students chose d), that is, 33.33%. 10 students chose e), that is, 41.66%. 7 students went for f), that is, 29.16%, and finally 9 students opted for g), that is, 37.5%. Nobody opted for “h) other...”



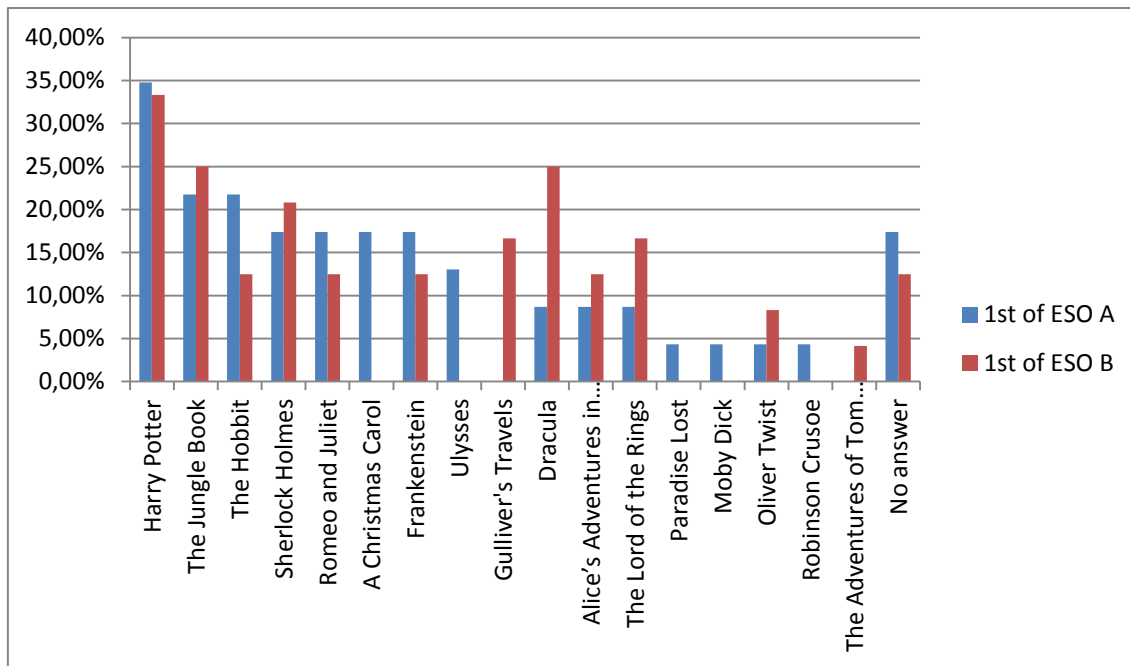
Next I will analyze the answers given in the “General questions” part. The procedure will be the same as before, I will go through every question and give the percentages of class A and class B of 1st of E.S.O.

The first question is “Which of these works have you seen/studied in your English textbook? (You can write more than one)”. In class A 22 students did not answer (95.65%) and only one student answered “Harry Potter” (4.34%). In class B 18 students did not answer (75%), 6 students said “Sherlock Holmes” (25%), 1 student said “Hamlet” (4.16%) and another student said “Harry Potter” (4.16%).

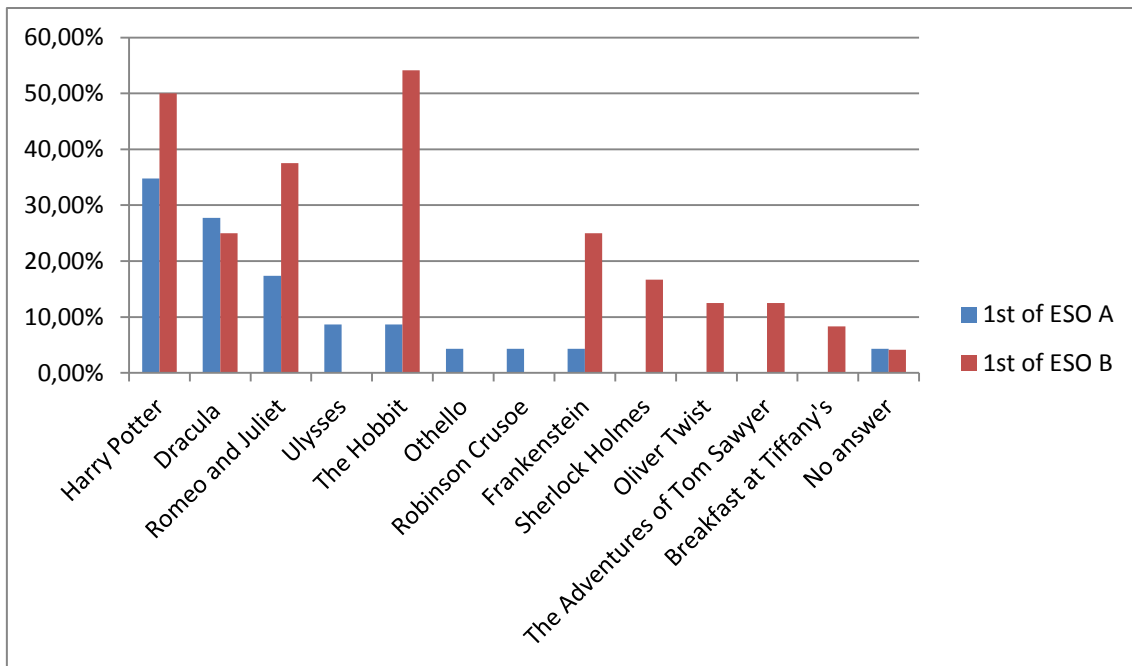


In the second question “How many of these books have you read, either in Spanish or in English? Which ones?”, we have the next results. In class A 4 students did not give an answer (17.39%), 2 students said “Dracula” (8.69%), 3 students said “Ulysses” (13.04%),¹ 8 students said “Harry Potter” (34.78%), 4 students said “Sherlock Holmes” (17.39%), 1 student said “Paradise Lost” (4.34%), 5 students said “The Jungle Book” (21.73%), 2 students said “Alice’s Adventures in Wonderland” (8.69%), 1 student said “Moby Dick” (4.34%), 4 students said “Romeo and Juliet” (17.39%), another 4 students said “A Christmas Carol” (17.39%), 5 students said “The Hobbit”(21.73%), 2 students said “The Lord of the Rings” (8.69%), 4 students said “Frankenstein” (17.39%), 1 student said “Oliver Twist” (4.34%) and finally another student said “Robinson Crusoe” (4.34%). In class B 3 students did not provide any answers (12.5%), 5 students said “Sherlock Holmes” (20.83%), 3 students said “The Hobbit” (12.5%), 8 students said “Harry Potter” (33.33%), 4 students said “The Lord of the Rings” (16.66%), 3 students said “Alice’s Adventures in Wonderland” (12.5%), 1 student said “The Adventures of Tom Sawyer” (4.16%), 2 students said “Oliver Twist” (8.33%), 3 students said “Frankenstein” (12.5%), 6 students said “The Jungle Book” (25%), 4 students said “Gulliver’s Travels” (16.66%), another 3 students said “Romeo and Juliet” (12.5%) and another 6 students said “Dracula” (25%).

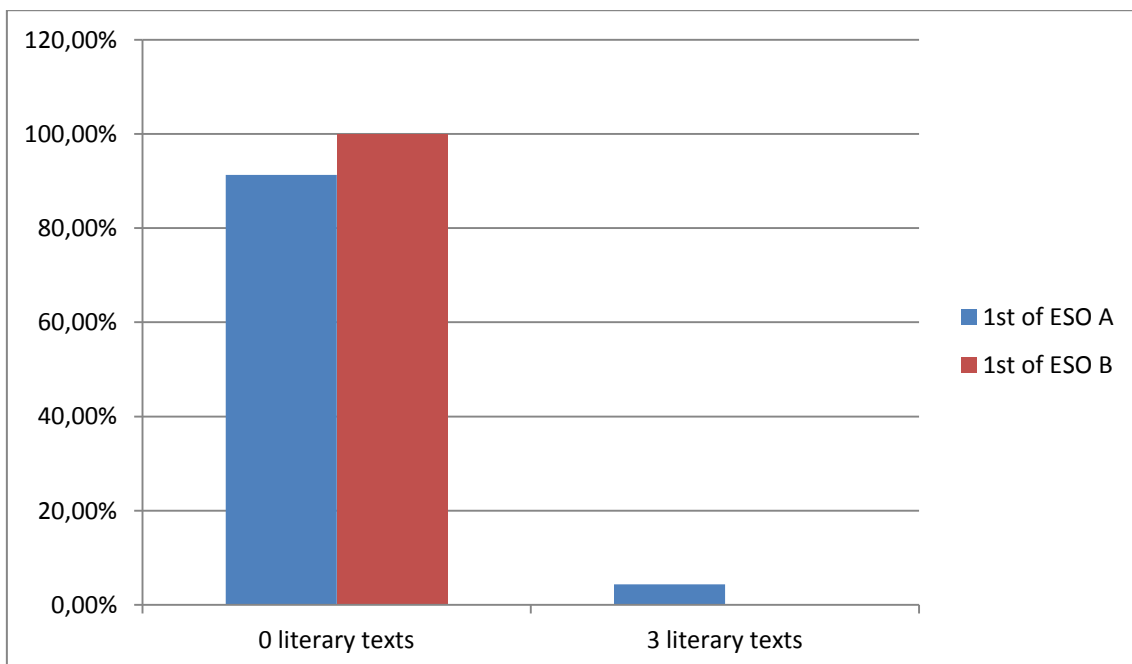
¹ I suspect that the Ulysses that these students were thinking of was the Greek mythological character of Homer’s *Odyssey*, and not James Joyce’s *Ulysses*.



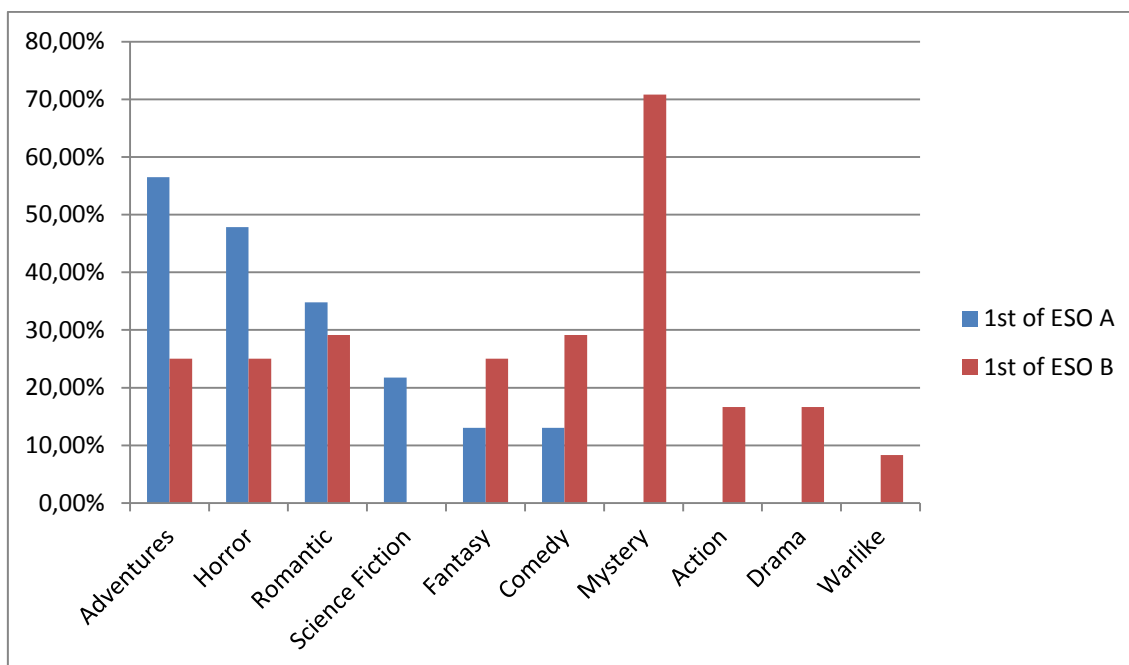
In the third question “Would you like to choose any of the works mentioned above on which you would like to work in class?” we have the following results. In class A, 8 students said “Harry Potter” (34.78%), 5 students said “Dracula” (27.73%), 4 students said “Romeo and Juliet” (17.39%), 2 students said “Ulysses” (8.69%), another 2 said “The Hobbit” (8.69%), 1 student said “Othello” (4.34%), another student said “Robinson Crusoe” (4.34%) and another student said “Frankenstein” (4.34%). One student did not answer (4.34%). In class B 13 students said “The Hobbit” (54.16%), 12 students said “Harry Potter” (50%), 9 students said “Romeo and Juliet” (37.5%), 6 students said “Dracula” (25%), another 6 students said “Frankenstein” (25%), 4 students said “Sherlock Holmes” (16.66%), 3 students said “Oliver Twist” (12.5%), another 3 students said “The Adventures of Tom Sawyer” (12.5%), 2 students said “Breakfast at Tiffany’s” (8.33%) and finally 1 student did not answer (4.16%).



In the forth question “How many literary texts have you seen in your English classes this year? Which ones?” we have the followings results. In class A, 19 students said none (91.3%), 1 student said that they had seen 3 literary texts (4.34%) and another student said that they had seen 6 literary texts in their English class this year (4.34%). In class B all the students (100%) said they had not seen any literary texts in their English class.

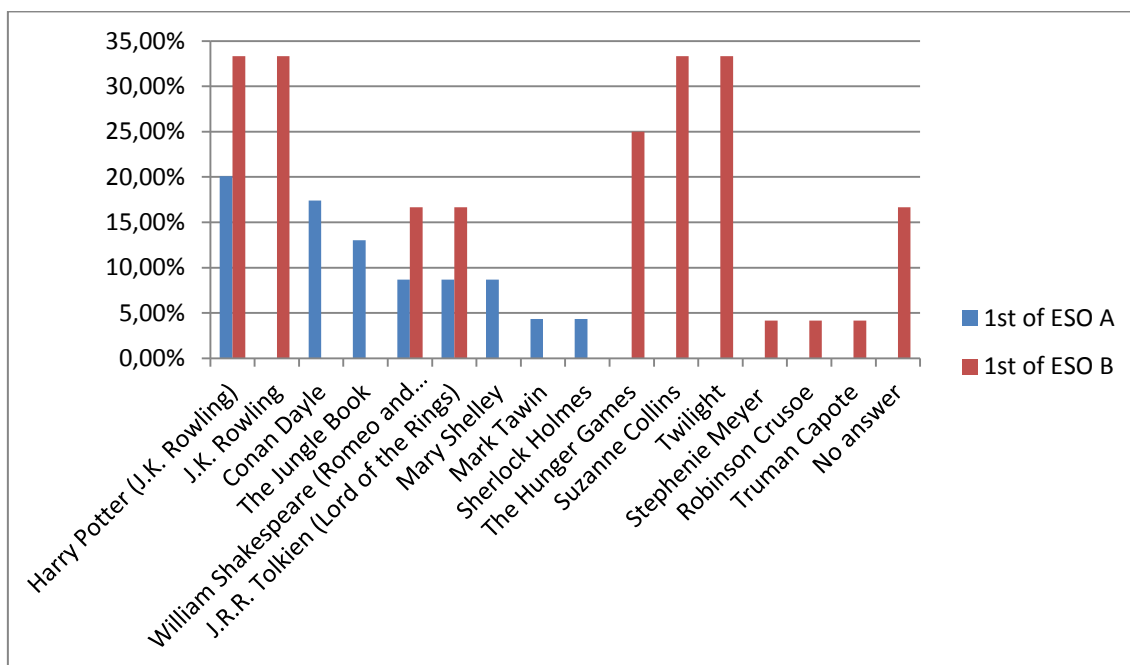


In the fifth question “What types of literature do you like most?” we have the following results. In class A, 13 students said adventures (56.52%), 11 students said horror (47.82%), 8 students said romantic (34.78%), 5 students said science-fiction (21.73%), 3 students said fantasy (13.04%) and another 3 students said comedy (13.04%). In class B, 17 students said mystery (70.83%), 7 students said comedy (29.16%), another 7 students said romantic (29.16%), 6 students said fantasy (25%), another 6 students said adventures (25%) and 6 students more said horror (25%), 4 students said action (16.66%), another 4 students said drama (16.66%) and 2 students said war stories (8.33%). An Interesting aspect of his question would have been to obtain information on the possible correspondence existing between the choices of the type of preferred literature with gender. Do girls readers have different likes from boys readers? However, being this questionnaire anonymous, it is impossible to obtain any information on this issue.

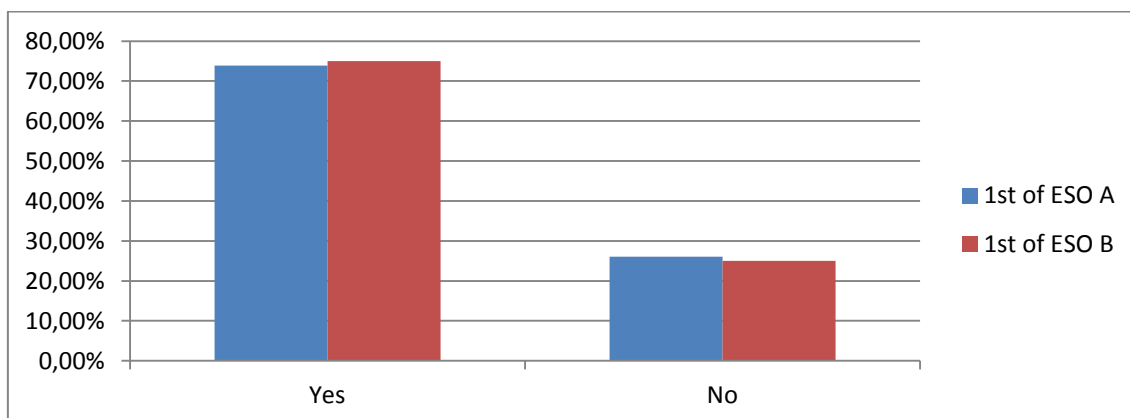


In the sixth question “Who are your favourite English-speaking authors and books?” we have the following results. In class A, 6 students said “Harry Potter” (20.08%) and half of them (50%) also mentioned the author of this work, 4 students said Conan Doyle (17.39%), 3 students said “The Jungle Book” (13.04%), 2 students said William Shakespeare and they related this author to “Romeo and Juliet” (8.69%), another 2 said J.R.R. Tolkien and they related him to “The Lord of the Rings” (8.69%) and another 2 said Mary Shelley (8.69%), 1 student said Mark Twain (4.34%) and another student said “Sherlock Holmes” (4.34%) but did not relate it to Conan Doyle. In class B, 8 students said “Harry Potter” (33.33%), another 8 students said J.K. Rowling (33.33%), 6 students said “The Hunger Games” (25%), but 2 of them did not mention its author) and 8 students said Suzanne Collins (33.33%), another 8 students said

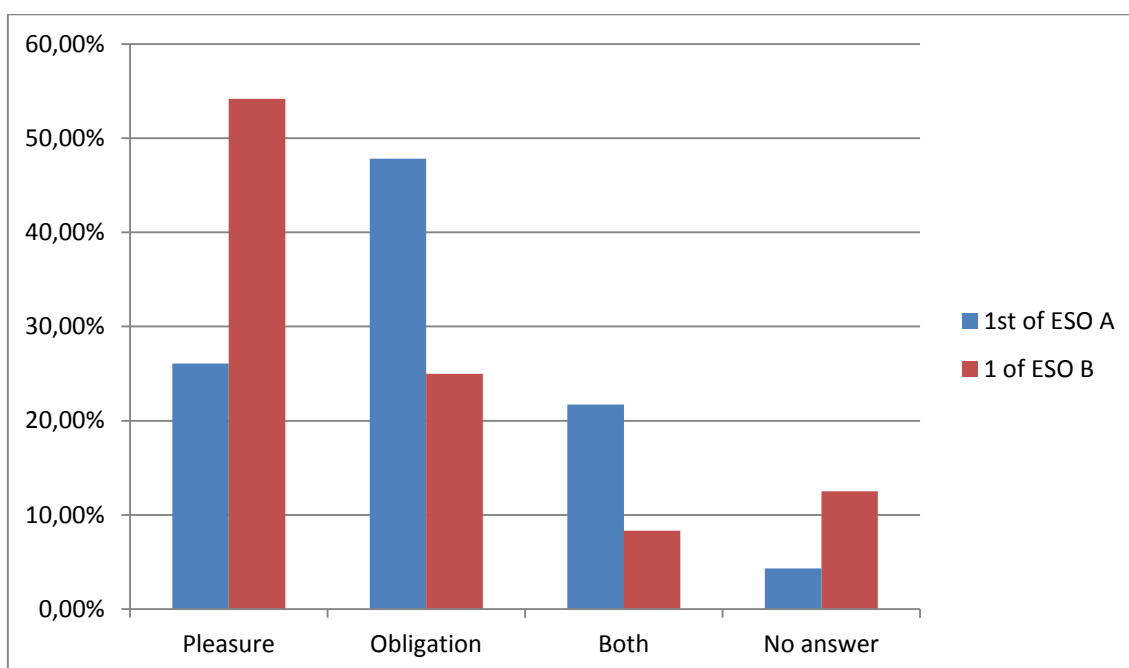
“Twilight” (33.33%) and only 1 student mentioned its author, Stephenie Meyer (4.16%), 4 students said William Shakespeare (16.66%), another 4 students said J.R.R. Tolkien (16.66%), 1 student said “Robinson Crusoe” (4.16%), another student said Truman Capote (4.16%) and 4 students did not answer (16.66%).



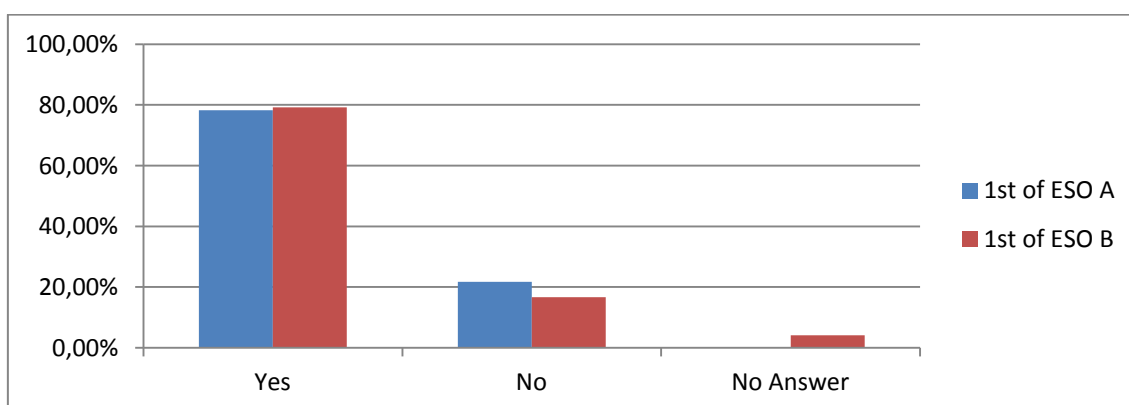
In the seventh question “Do you think literature is important for learning a foreign language? Why/Why not?” we have the following results. In class A, 17 students said literature is important (73.91%), and the two reasons they gave were: a) it is important because you learn new vocabulary and b) because you learn set phrases. 6 students said that literature is not important (26.08%) but they did not give any reasons. In class B, 18 students said literature is important (75%) and the reason they gave is that it is a good way to learn new vocabulary. 6 students said that literature is not important (25%) but they did not give any reasons.



In the eighth question “Do you read for pleasure or by obligation?” we have the following results. In class A, 11 students read by obligation (47.82%), 6 students read for pleasure (26.08%), 5 students read both by obligation and for pleasure (21.73%) and 1 student did not give an answer (4.34%). In class B, 13 students say they read for pleasure (54.16%), 6 students read by obligation (25%), 2 students read both because they are obliged but also for (8.33%) and 3 students did not give an answer (12.5%).

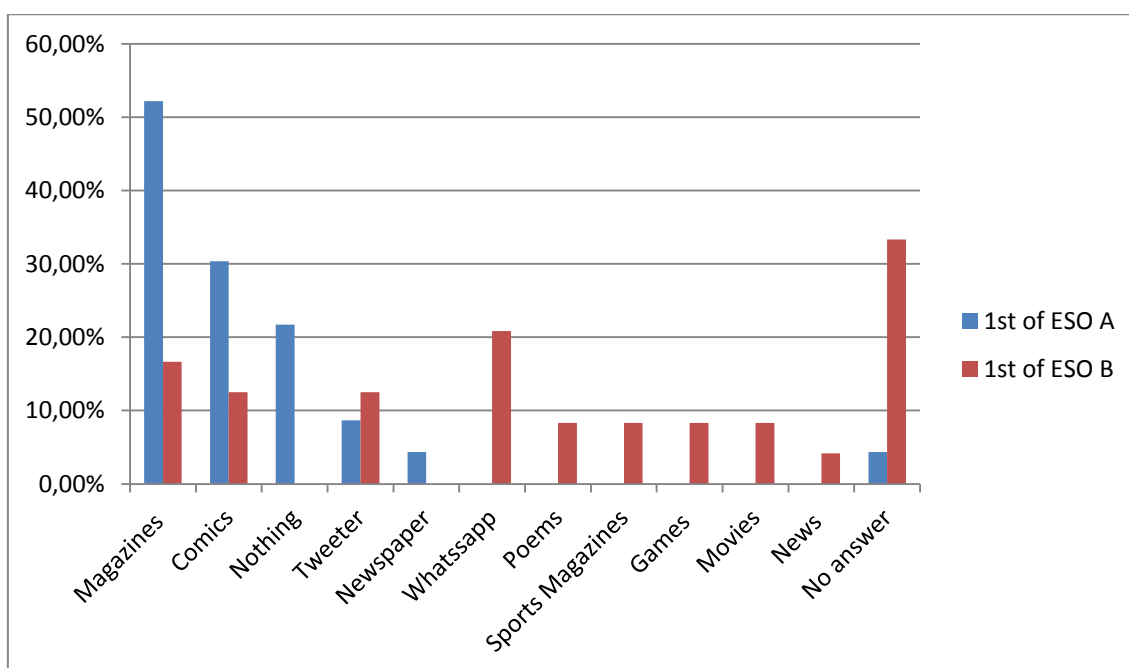


In the ninth question “Do you read Spanish literature?” we have the following results. In class A, 18 students said yes (78.26%) and 4 students said no (21.73%). In class B, 19 students said yes (79.16%), 4 students said no (16.66%) and 1 student left the question unanswered (4.16%).



In the tenth question “Apart from literature what else do you read?” we have the following results. In class A 12 students said magazines (52.17%), 7 students said

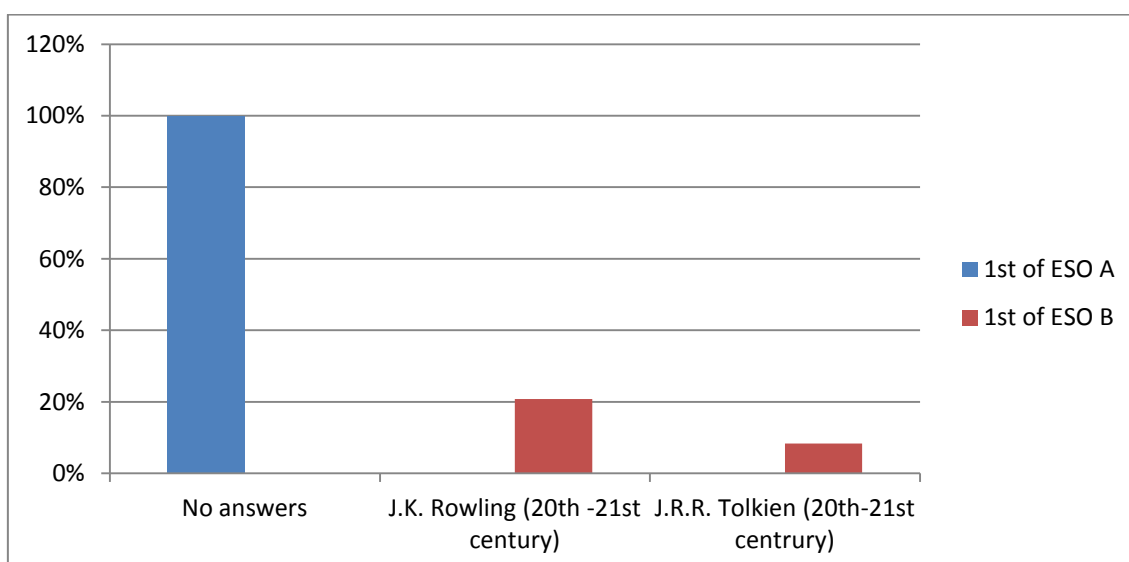
comics (30.34%), 5 students said nothing (21.73%), 2 students said Tweets (8.69%), 1 said newspapers (4.34%) and another 1 did not answer (4.34%). In class B, 8 students did not give an answer (33.33%), 5 students said Whatsapp (20.83%), 4 students said magazines (16.66%), 3 students said comics (12.5%), another 3 students said Twitter (12.5%), 2 students said poems (8.33%), other 2 students said sports magazines (8.33%), another 2 students said games (8.33%) and another 2 students said movies (8.33%) and to finish one student said newspapers (4.16%).



In the eleventh question “Can you classify the works mentioned above in genres?” we have the following results. In class A, for the poetry section 13 students did not give any answer, that is, they could not classify any of the works provided as poetic works (56.52%), 8 students included “Beowulf”(34.78%), and 2 students said “Romeo and Juliet” was a poetic work (8.69%). In the novel section, 11 students said “Romeo and Juliet” was a novel (47.82%), 8 students did not give an answer, that is, 34.78%, as they did not know any of the works that could be classified as fiction. 2 students included “Sherlock Holmes”(8.69%) and another 2 students included “Harry Potter”(8.69%), 1 student included “The Hobbit”(4.34%) and another student did the same with “Frankenstein”(4.34%). In the section of short stories, 13 students gave no answers (56.52%), 6 students included “The jungle book” (26.08%), 2 students included “Alice in Wonderland” (8.69%), and another 2 students included “Oliver Twist” (8.69%). For the drama section, 6 students included no books (26.08%), 7 included “Romeo and Juliet” (30.43%), 5 students included “Dracula”(21.73%), another 5 students included “Othello”(21.73%) and 3 students included “Frankenstein” (13.04%). In class B, in the poetry section 22 students gave no answers (91.66%), 1 student included “Othello” (4.16%) and another student included “Hamlet” (4.16%). In the

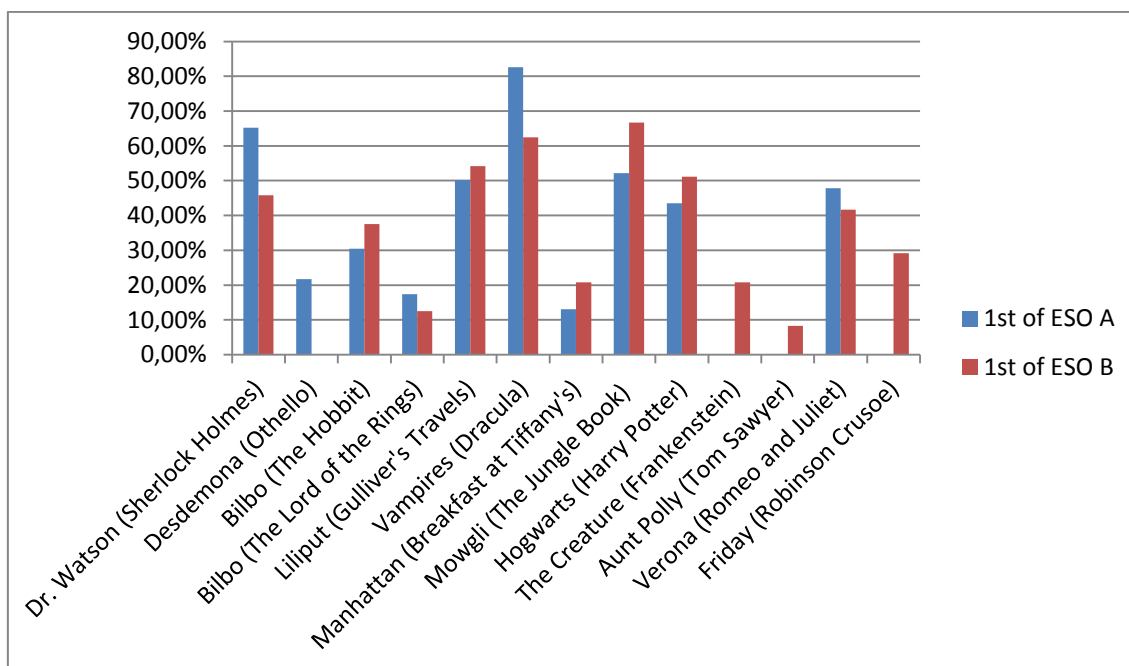
novel section, 9 students gave no answers(37.5%), 5 students included “Dracula”(20.83%) and another 5 included “Romeo and Juliet”(20.83%), 4 students included “Harry Potter” (16.66%), 2 students “Frankenstein” (8.33%), 1 student “Paradise Lost” (4.16%), 1 student “The Picture of Dorian Gray” (4.16%), 1 student “Pride and Prejudice” (4.16%), 1 student “Sherlock Holmes”(4.16%), 1 student “The Hobbit” (4.16%) and another “The Lord of the Rings” (4.16%). In the section of short stories 16 students did not give any answers (66.66%), 5 students included “The Jungle Book” (20.83%), 2 students included “Alice in Wonderland” (8.33%) and 1 student “Gulliver’s Travels” (4.16%).

In the twelfth question “Can you classify the authors above according to their historical periods?” we have the following results. In class A, nobody answered this question. In class B, 5 students said J.K. Rowling belonged to the 20th and 21st centuries (20.83%) and 2 students did the same for J.R.R. Tolkien (8.33%).



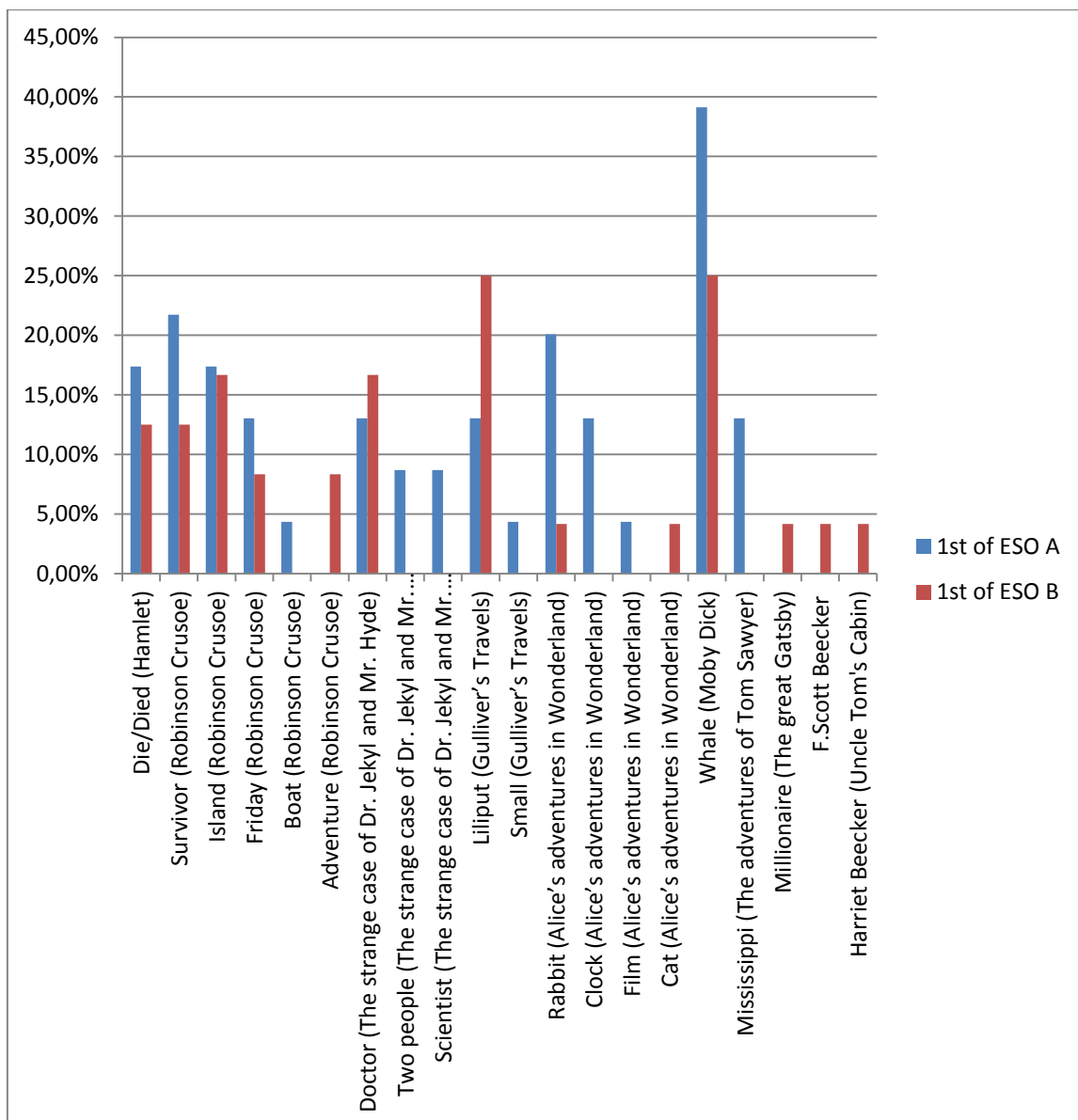
In the thirteenth question “Indicate the works where the following protagonists or place names appear:” I will give only the answers where they were right, because there are a lot of options without an answer and also a lot of guessing. In class A, 15 students said Dr. Watson is from “Sherlock Holmes”(65.21%), 5 students said Desdemona is from “Othello”(21.73%), 7 students said Bilbo is from “The Hobbit” (30.43%) and 4 students said he is from “The Lord of the Rings”(17.39%), 12 students said that Lilliput is from “Gulliver’s Travels”(50.17%), 19 students said that vampires are from “Dracula” (82.6%), 3 students said Manhattan is from “Breakfast at Tiffany’s” (13.04%), 12 students said Mowgli is from “The Jungle Book”(52.17%), 10 students said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter”(43.47%), 11 students said that Verona is from “Romeo and Juliet”(47.82%). In class B, 11 students said Dr. Watson is from “Sherlock Holmes”(45.83%), 9 students said Bilbo is from “The Hobbit”(37.5%) and 3 students said that he is from “The Lord of the Rings”(12.5%), 13 students said Lilliput is from “Gulliver’s Travels” (54.16%), 15 students said that

vampires are from “Dracula”(62.5%), 5 students said Manhattan is from “Breakfast At Tiffany’s” (20.83%), 16 students said Mowgli is from “The Jungle Book” (66.66%), 13 students said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter” (51.16%), 5 students said The Creature is from “Frankenstein” (20.83%), 2 students said Aunt Polly is from “Tom Sawyer” (8.33%), 10 students said Verona is from “Romeo and Juliet” (41.66%) and 7 students said that Friday is from “Robinson Crusoe”(29.16%).



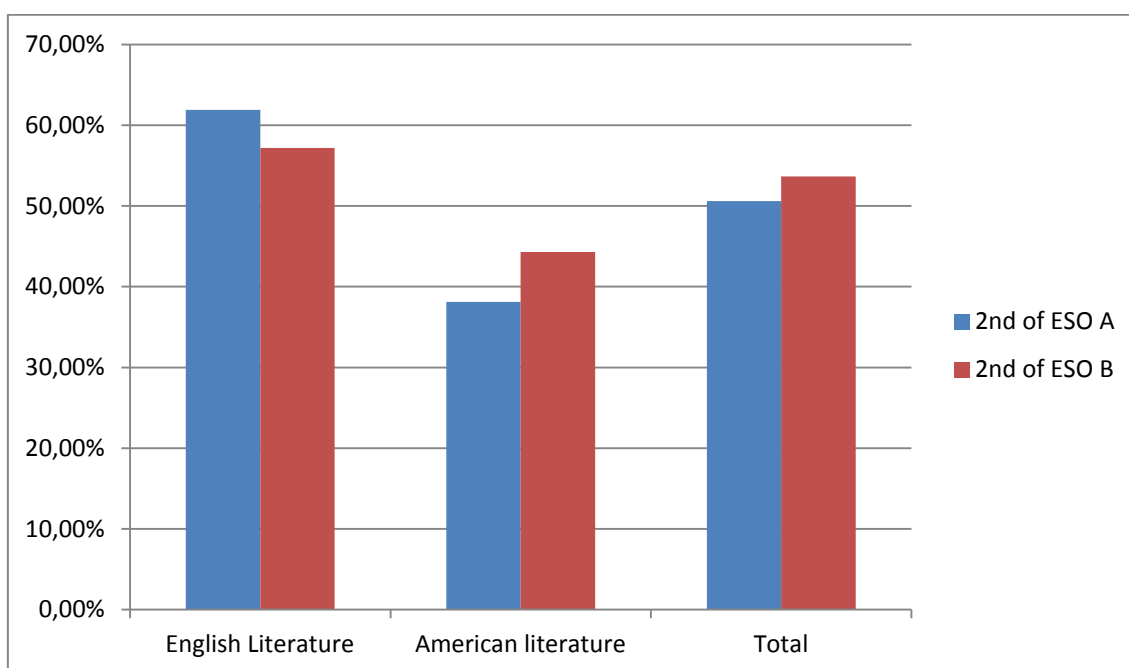
In the fourteenth question “Write anything that comes to your mind in relation to the following literary works even if it is only one word (do not include author’s name or the names of their protagonists)” there was a problem. The students did not understand the question even after I explained it to them. Almost all of them tried to classify the works by genres, so once again I will take into account only the students’ correct answers. In class A, in “Hamlet” 4 students said that he (Hamlet) died (17.39%). In “Robinson Crusoe” 1 student mentioned “boat” (4.34%), 5 students said “survivor” (21.73%), 3 students said “Friday” (13.04%), and 4 students said “island” (17.39%). In “The Strange Case of Dr. Jekyll and Mr. Hyde”, 3 students said “doctor” (13.04%), 2 students said “two people” (8.69%) and another 2 students said “scientist” (another 8.69%). In “Gulliver’s Travels”, 3 students mentioned “Lilliput” (13.04%) and 1 student said “small” (4.34%). In “Alice’s Adventures in Wonderland”, 6 students wrote “rabbit” (20.08%), 1 said “film” (4.34%) and 3 students said “clock” (13.04%). In “Moby Dick” 9 students said “whale” (39.13%). In “The Adventures of Tom Sawyer” 3 students said “Mississippi” (13.04%). In the last three options there were no valid answers. In class B,

in “Hamlet”, 3 students said that he died (12.5%). In “Robinson Crusoe” 3 students wrote “survivor”(12.5%), 4 students said “island” (16.66%), 2 students mentioned “Friday” (8.33%) and another 2 students said “adventure” (8.33%). In “The Strange Case of Dr. Jekyll and Mr. Hyde” 4 students said “doctor” (16.66%). In “Gulliver’s Travels” 6 students said “Lilliput” (25%). In “Alice’s Adventures in Wonderland” 1 student mentioned “cat” (4.16%), and another student said “rabbit” (4.16%). In “Moby Dick” 6 students said “whale” (25%). In “The Great Gatsby” 1 student said “millionaire” (4.16%) and another student said “F. Scott Fitzgerald” (4.16%). Finally in “Uncle Tom’s Cabin” 1 student said “Harriet Beecker” (sic) (4.16%).



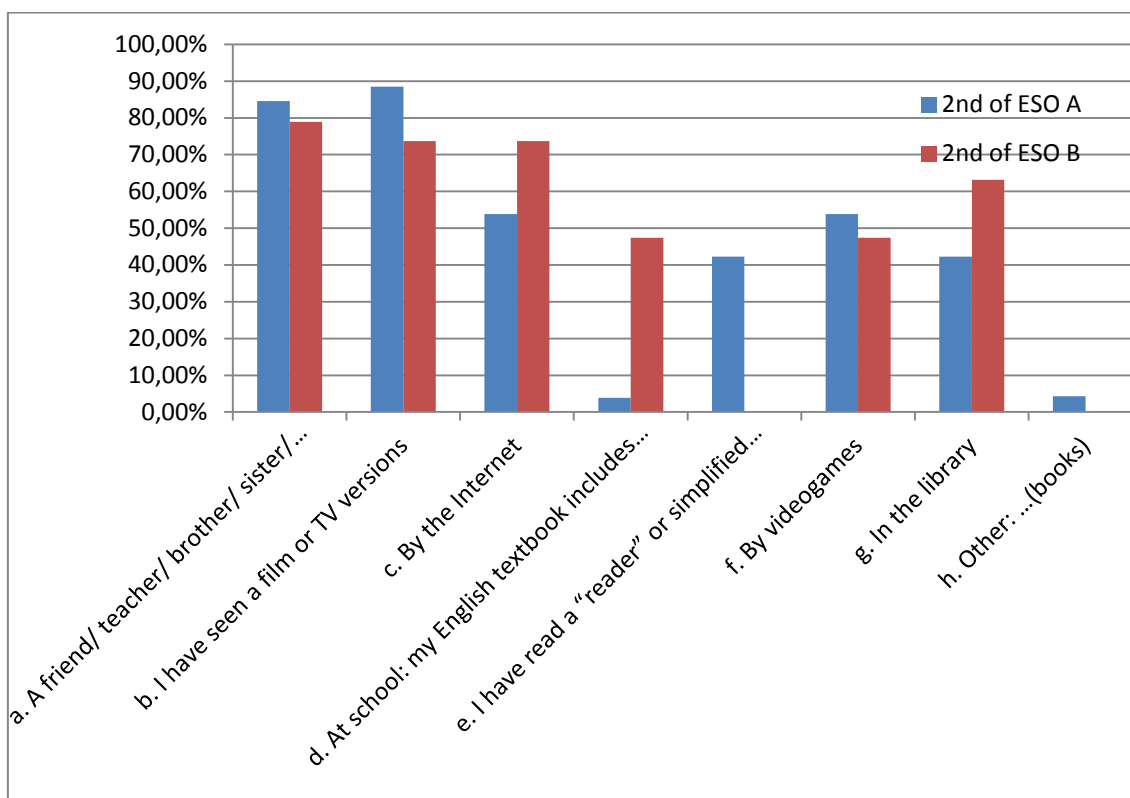
2.2. 2nd Year of E.S.O.

The 23 students of class A obtained 2086 out of 3370 points, which is 61.89% of the possible total amount in English literature and 545 out of 1430 points in American literature, which is 38.11% of the possible maximum amount of points. If we sum up these percentages we will have a total punctuation of 50.59%. In class B, in English literature, the 19 students had a result of 57.16% and in American literature they had a punctuation of 44.3%. In total, this class scored 53.63%. Summing up in the first part of the survey, we have a total percentage of 51.87% of general knowledge of English and American literature. The difference of knowledge between the two classes is very low, but I have to point out the slightly higher percentage of class B in American Literature.

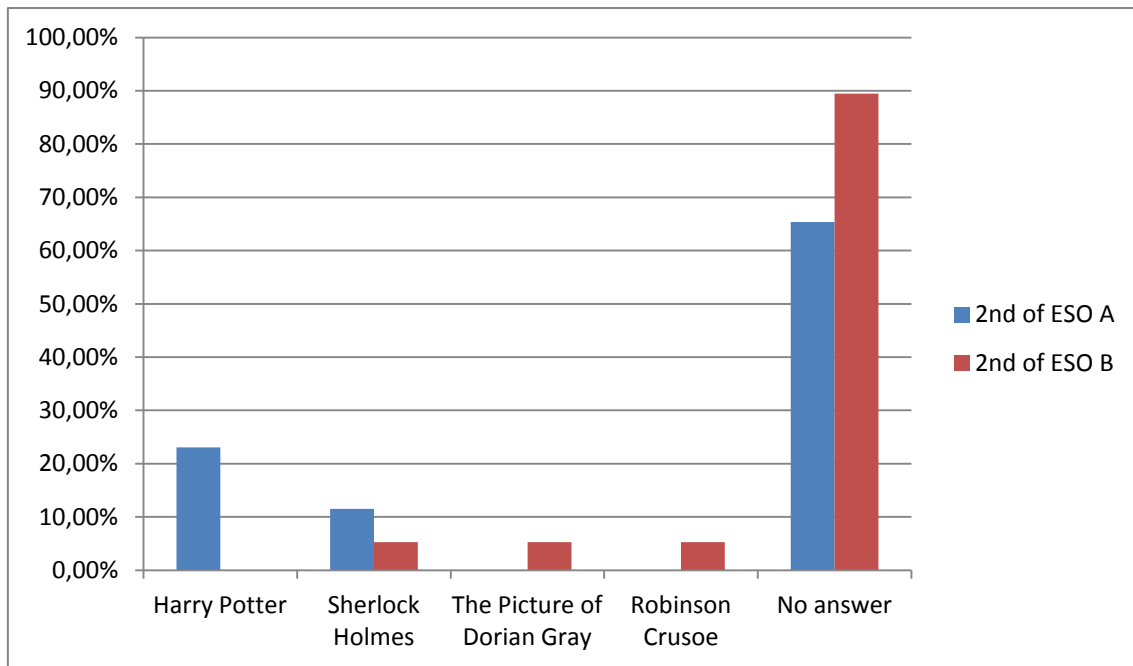


In the second question of the survey in which they were asked how they had found out about these works, we have the following results. In class A, 22 students chose option "a) A friend/ teacher/ brother/ parent/ relative recommended to me" (84.61%), 23 students chose option "b) I have seen a film or TV versions" (88.46%). 14 students chose "c) by the Internet" (53.84%). 1 student chose option "d) At school: my English textbook includes passages about the book and/or its author" (3.84%). Option "e) I have read a "reader" or simplified version of it" was only chosen by 11 students (42.3%). 14 students chose option "f) By videogames" (53.84%). "g) In library" was chosen by 11 students (42.3%), and finally in the last option, "h) Other...", we only have one different way of knowing these works and it is "by books", chosen by 1 student (3.84%). In class B we have the following results, 15 students chose a) (78.94%) and 14 students chose b) (73.68%). In question c) we have another 14 students (73.68%). 9 students chose option d) (47.36%). No students chose option e). Last but

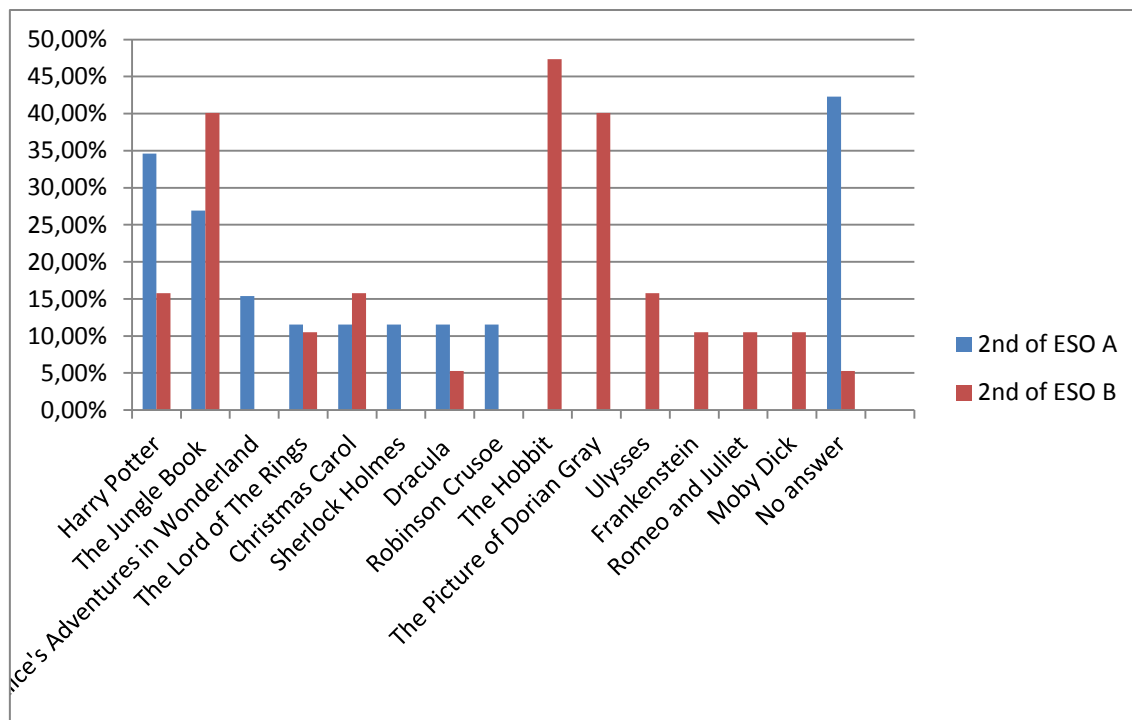
not least, 9 students chose option f) (47.36%) and finally 12 students chose option g) (63.15%). Nobody opted for “h) other...”.



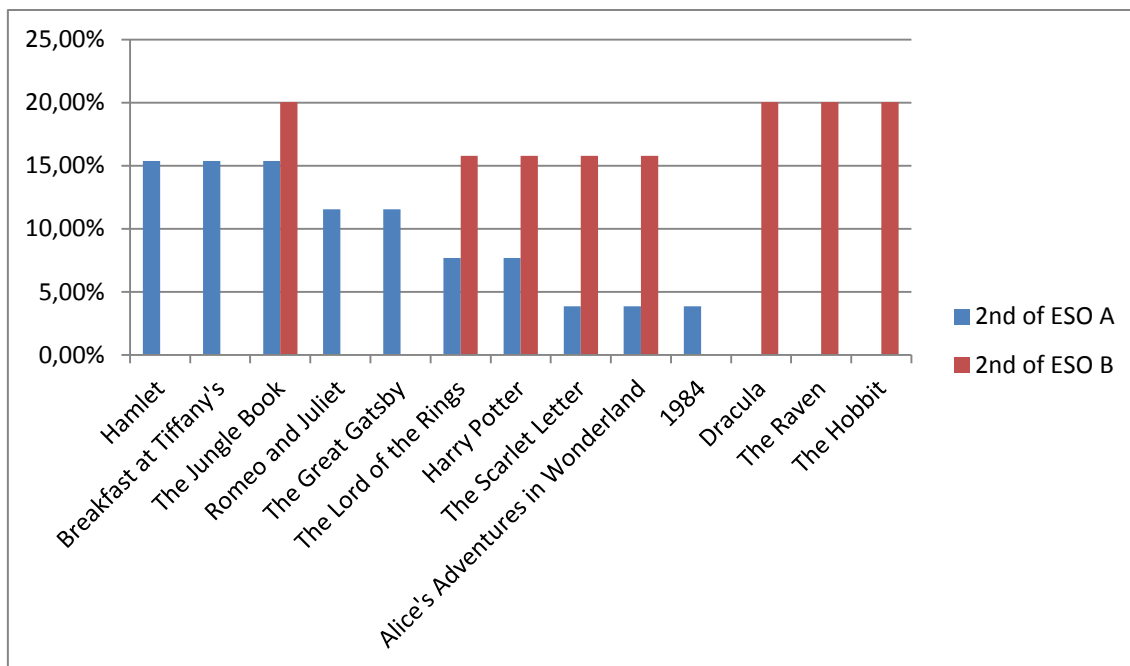
Next I will analyze the answers given in the “General questions” part. The first question is “Which of these works have you seen/studied in your English textbook? (You can write more than one)”. In class A 17 students (65.38%) did not answer it; 6 students (23.07%) said “Harry Potter” and 3 students (11.53%) said “Sherlock Holmes”. In class B 17 students (89.47%) did not answer it, 1 students (5.26%) said “Sherlock Holmes”, another student (5.26%) said “The Picture of Dorian Gray” and another students (5.26%) said “Robinson Crusoe”.



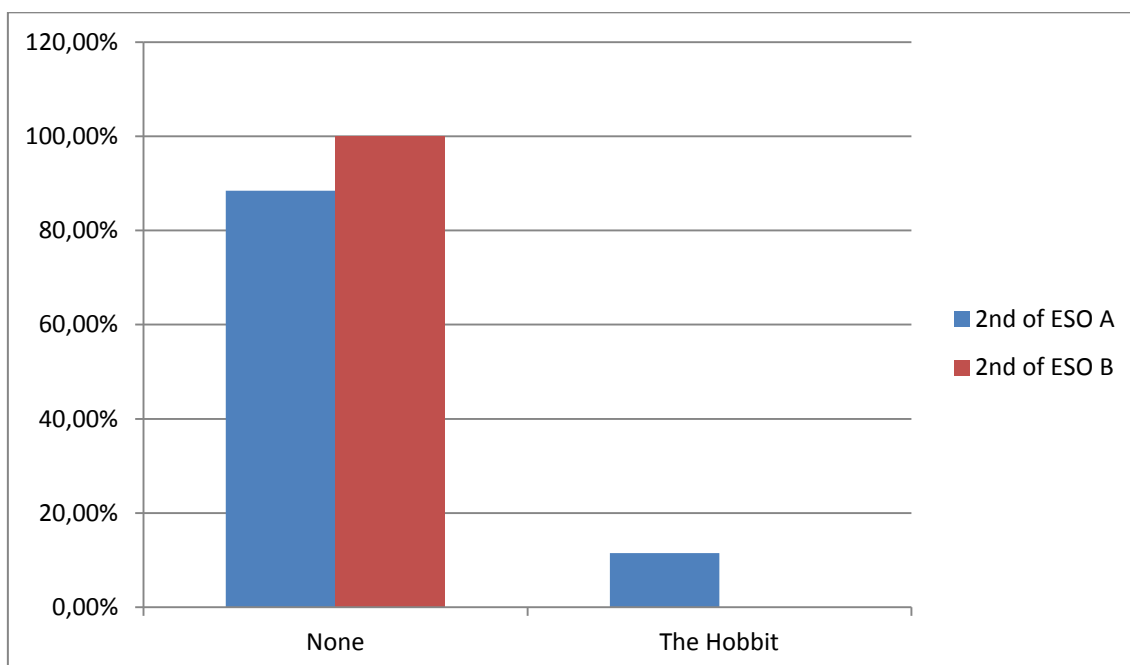
For the second question “How many of these books have you read, either in Spanish or in English? Which ones?” we have the next results. In class A 11 students (42.3%) did not give an answer, 9 students (34.61%) said “Harry Potter”, 4 students (15.38%) said “Alice in Wonderland”. “The Lord of the Rings”, “Christmas Carol”, “Sherlock Holmes”, “The Jungle Book”, “Dracula” and “Robinson Crusoe” were mentioned by students (11.53%). In class B 9 students (47.36%) said “The Hobbit”, 8 students (40.1%) said “The Jungle Book”, another 8 students (40.1%) said “The Picture of Dorian Gray”, and 7 students (36.84%) said “Harry Potter”. “Christmas Carol” and “Ulysses” were mentioned by 3 students (15.78%) and “Frankenstein”, “Romeo and Juliet”, “Lord of the Rings” and “Moby Dick” were given as answers by 2 students (10.52%). 1 student (5.26%) said “Dracula” and another student (5.26%) did not give any answers.



In the third question “Would you like to choose any of the works mentioned above on which you would like to work in class?” we have the following results. In class A, 6 students (23.07%) did not give an answer; “Hamlet”, “Breakfast at Tiffany’s” and “The Jungle Book” were voted by 4 students (15.38%) each. “Romeo and Juliet” and “The Great Gatsby” were voted by 3 students each (11.53%). 2 students (7.69%) said “The Lord of the Rings” and another 2 students (7.69%) “Harry Potter”. “The Scarlet Letter”, “Alice’s Adventures in Wonderland” and “1984” were voted by 1 student (3.84%) each. In class B, “Dracula”, “The Raven”, “The Jungle Book” and “The Hobbit” were voted by 4 students each (20.05%). “Alice’s Adventures in Wonderland”, “The Scarlet Letter”, “Gulliver’s Travels”, “Frankenstein”, “The Lord of the Rings” and “Harry Potter” were mentioned by 3 students each (15.78%) and “Sherlock Holmes” by 2 students (10.52%).

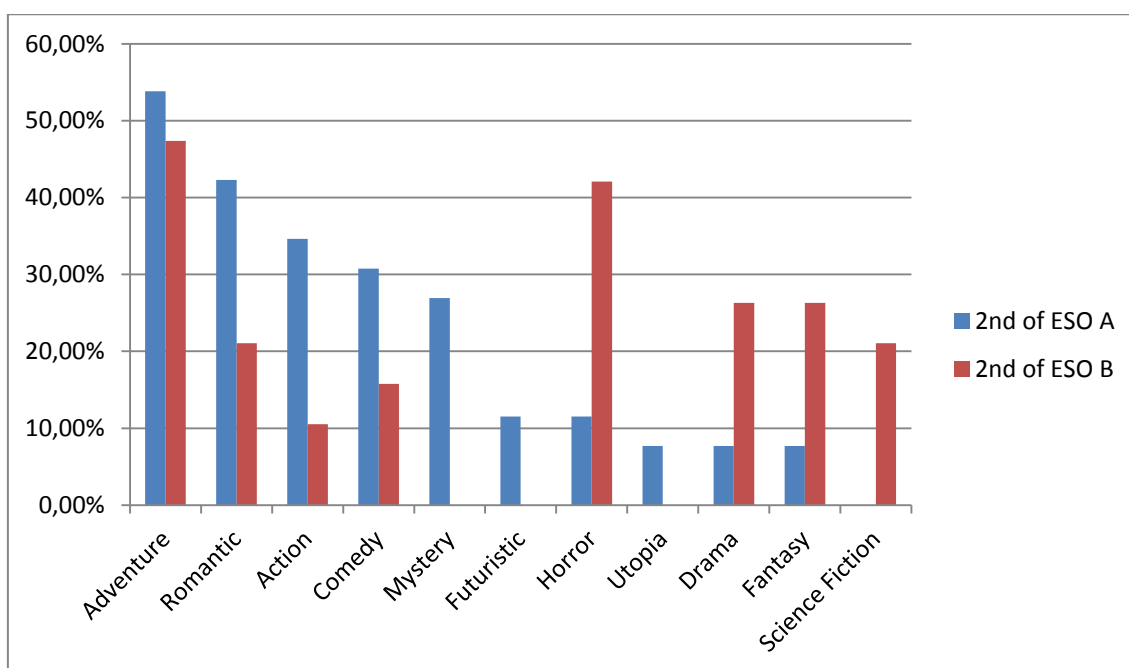


In the fourth question “How many literary texts have you seen in your English classes this year? Which ones” we have the followings results. In class A, 23 students (88.46%) said none and 3 students (11.53%) said “The Hobbit”. In class B all the students (100%) said they have not seen any literary texts in their English classes.

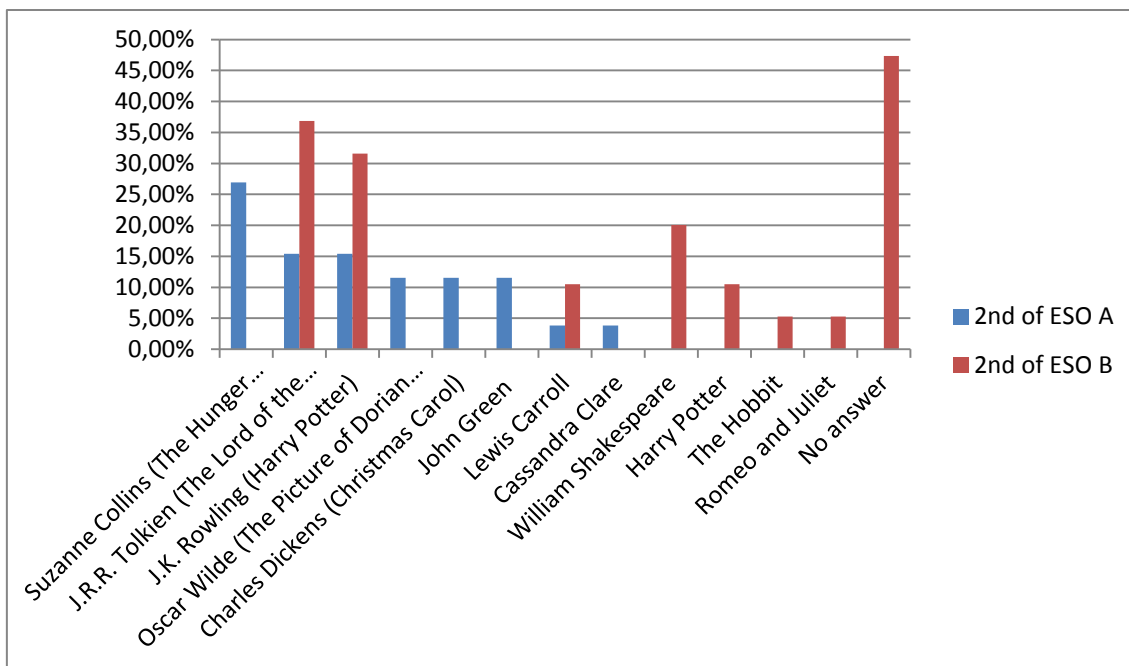


In the fifth question “What types of literature do you like most?” we have the following results. In class A, 14 students (53.84%) said adventure novels, 11 students (42.3%) said romantic novels and another 11 students (42.3%) did not answer, 9

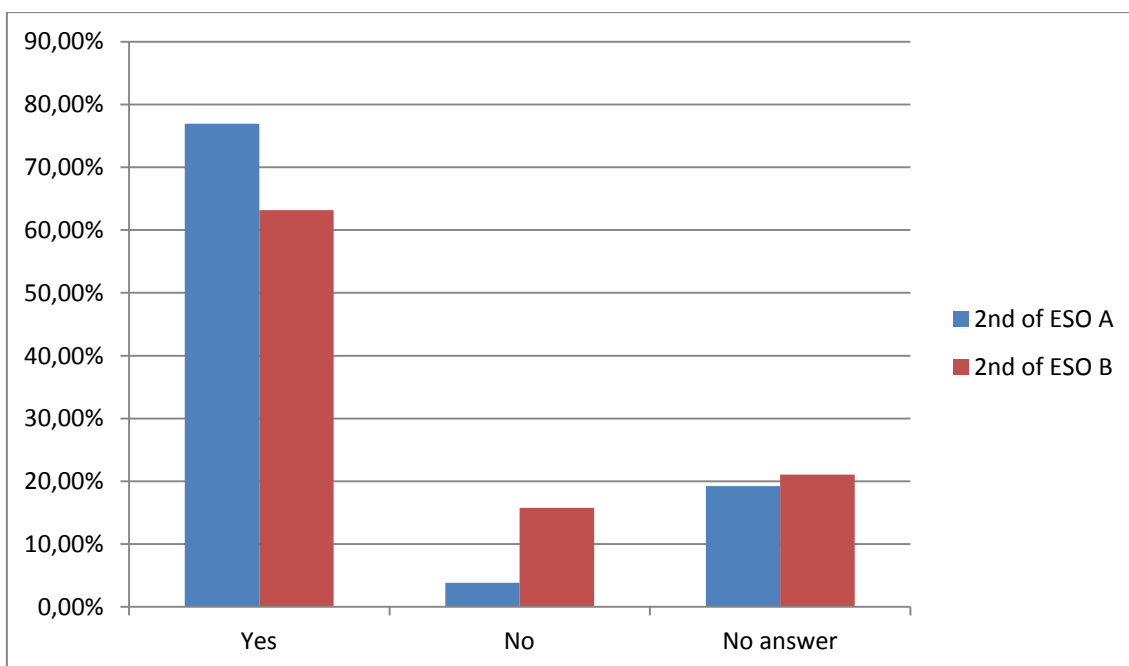
students (34.61%) said action novels, 8 students (30.76%) said comedies, 7 students (26.92%) said mystery, 3 students (11.53%) said science fiction and another 3 students (11.53%) said horror; utopia, drama, and fantasy were mentioned by 1 student each (7.69%). In class B, 9 students (47.36%) said adventure literature, 8 students (42.1%) said horror, fantasy and drama were mentioned by 5 students each (26.31%), romantic and science fiction were mentioned by 4 students each (21.05%), 3 students (15.78%) said comedy and 2 students (10.52%) said action.



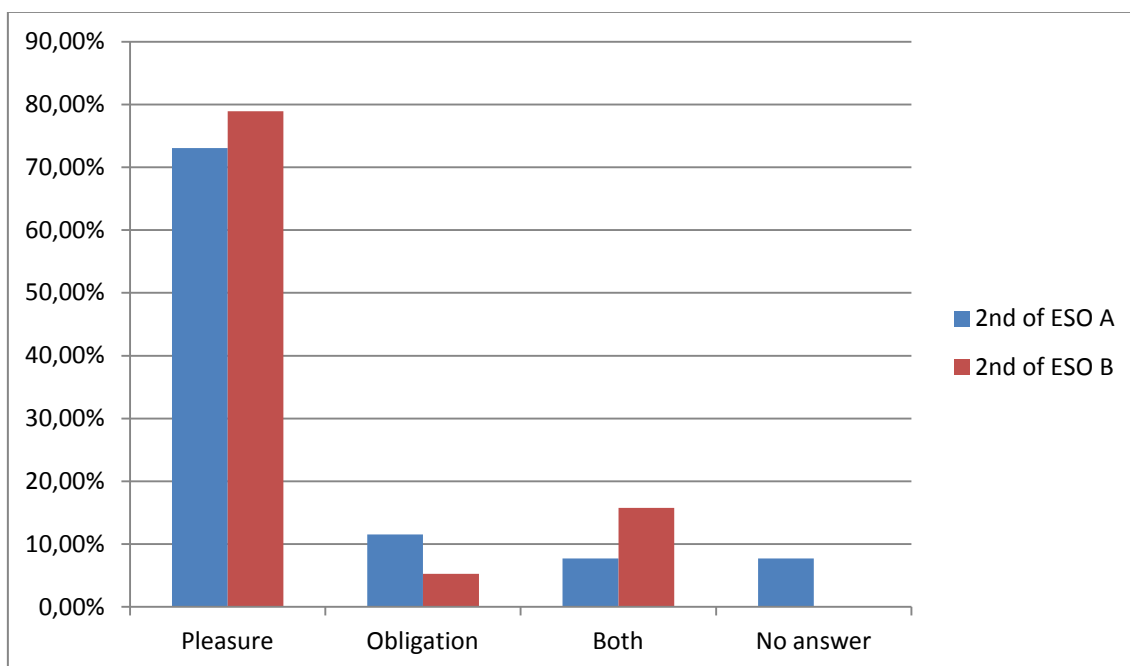
In the sixth question “Who are your favourite English-speaking authors and books?” we have the following results. In class A, 7 students (26.92%) said Suzanne Collins’s “The Hunger Games” and “The Fault of our Stars”, 4 students (15.38%) said J.R.R. Tolkien’s “The Lord of the Rings” and another 4 students (15.38%) said J.K. Rowling’s “Harry Potter”, 3 students (11.53%) said Oscar Wilde’s “The Picture of Dorian Gray”, other 3 students (11.53%) said Charles Dickens’s “Christmas Carol” and another 3 students (11.53%) said John Green. 1 student (3.84%) said Shakespeare, another student (3.84%) said Lewis Carroll and another student (3.84%) said Cassandra Clare. In class B, 9 students (47.36%) did not give an answer, 7 students (36.84%) said J.R.R. Tolkien, 6 students (31.57%) said J.K. Rowling, 4 students (21.05%) said Shakespeare, 2 students (10.52%) said Lewis Carroll and another 2 students (10.52%) said “Harry Potter”, 1 student (5.26%) said “The Hobbit” and another student (5.26%) said “Romeo and Juliet”.



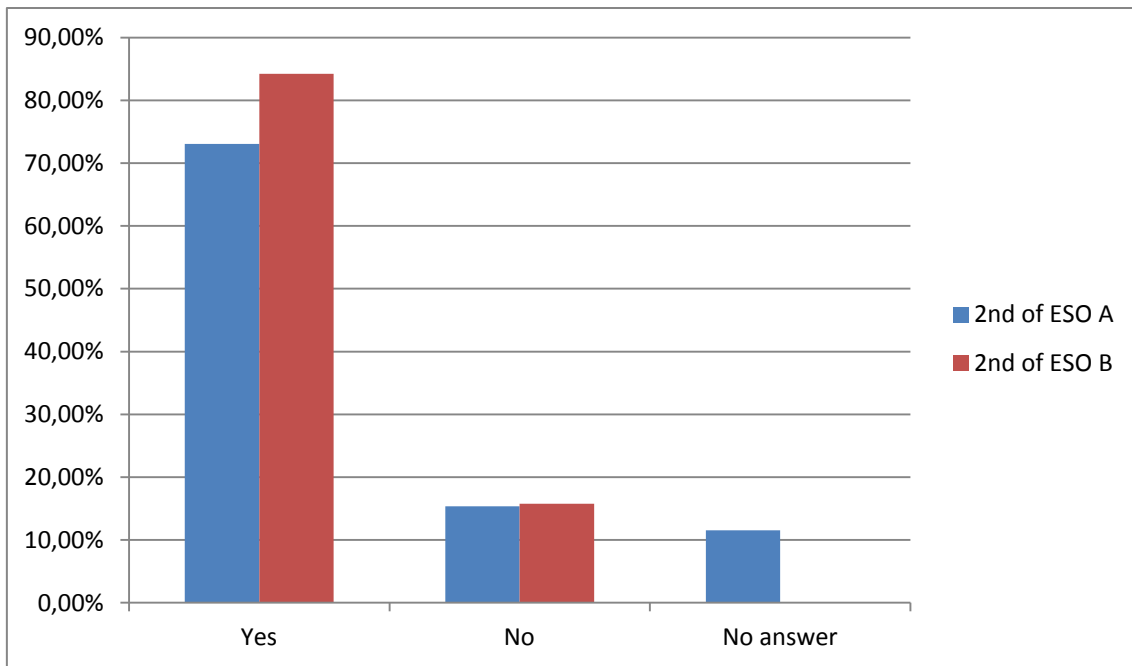
In the seventh question “Do you think literature is important for learning a foreign language? Why/Why not?” we have the following results. In class A, 20 students (76.92%) said that literature is important, 5 students (19.23%) did not give any answers and 1 student (3.84%) said that literature is not important for learning a foreign language. None of them gave any reasons. In class B, 12 students (63.15%) said that literature is important, 4 students (21.05%) did not give any answers and 3 students (15.78%) said that literature is not important for learning a foreign language. None of them gave any reasons.



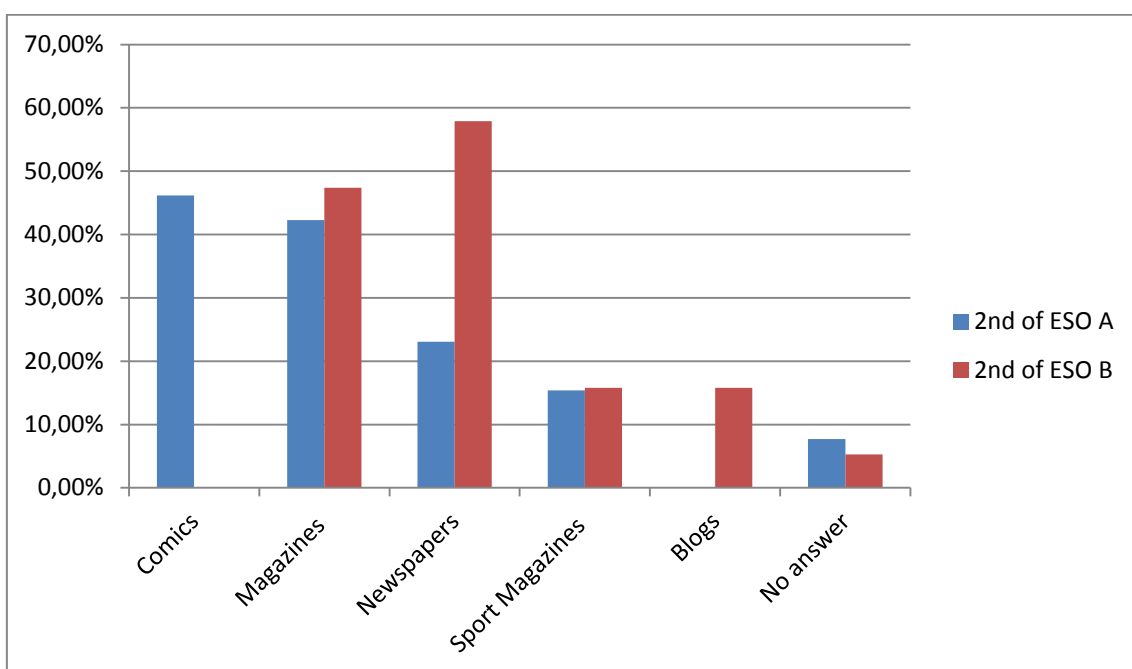
In the eighth question “Do you read for pleasure or by obligation?” we have the following results. In class A, 19 students (73.07%) said they read for pleasure, 3 students (11.53%) said they read by obligation, 2 students (7.69%) said that both for pleasure and by obligation and another 2 students (7.69%) did not answer. In class B, 15 (78.94%) said they read for pleasure, 1 student (5.26%) said he/she reads by obligation and 3 students (15.78%) said they read both for pleasure and by obligation.



In the ninth question “Do you read Spanish literature?” we have the following results. In class A, 20 students (73.07%) said yes and 4 students (15.38%) said no and 3 students (11.53%) did not answer. In class B, 16 students (84.21%) said yes and 3 students (15.78%) said no.



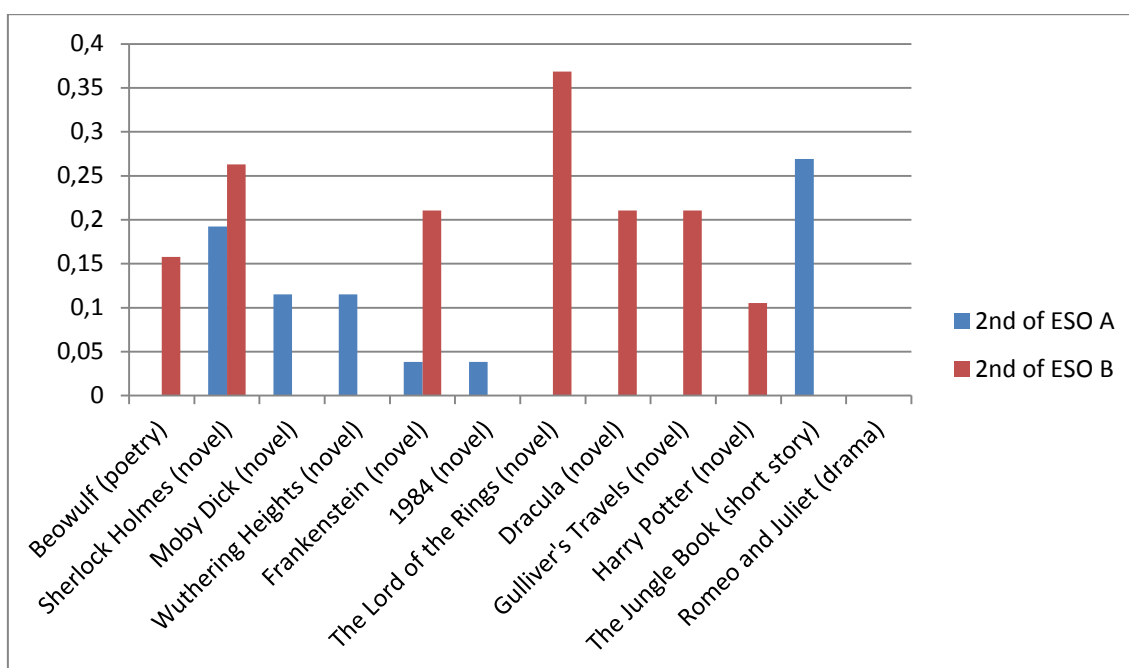
In the tenth question “Apart from literature what else do you read?” we have the following results. In class A, 12 students (46.15%) said comics, 11 students (42.3%) said magazines, 6 students (23.07%) said newspapers, 4 students (15.38%) said sport magazines, and 2 students (7.69%) did not give an answer. In class B, 11 students (57.89%) said newspapers, 9 students (47.36%) said magazines, 3 students (15.78%) said blogs and another 3 students (15.78%) said sport magazines and 1 student (5.26%) did not answer.



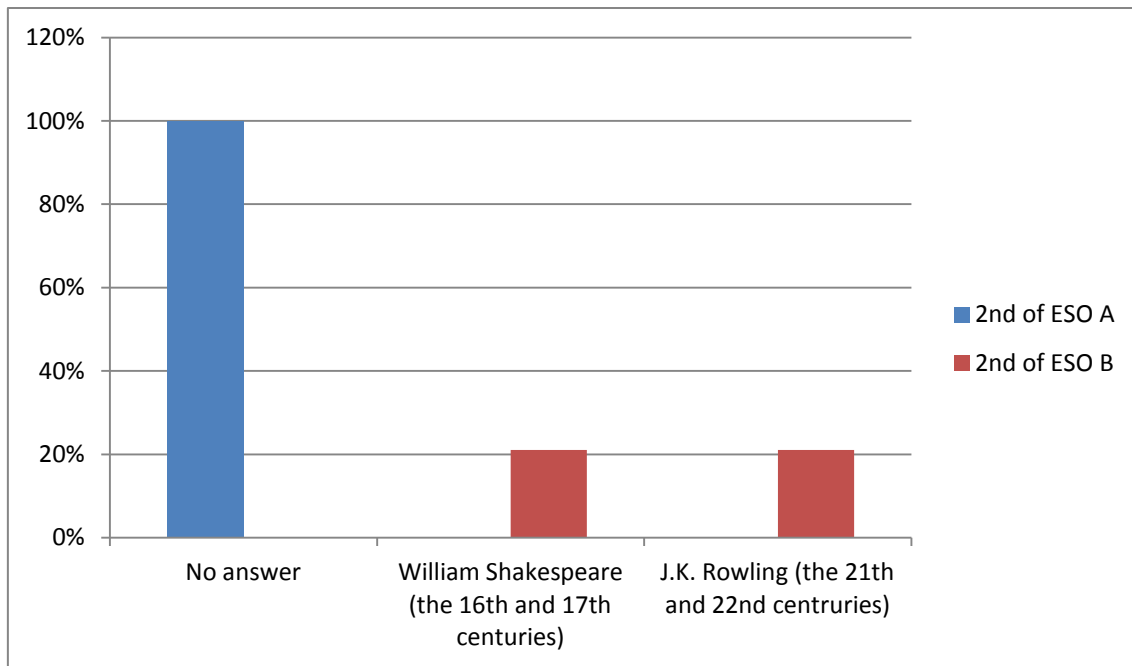
In the eleventh question “Can you classify the works mentioned above in genres?” I will only take in account the correct answers for a better understanding.

In class A, in novel section 5 students (19.23%) included “Sherlock Holmes”, 3 students (11.53%) included “Moby Dick” and another 3 students (11.53%) included “Wuthering Heights”, 1 student (3.84%) included “Frankenstein”, other student (3.84%) included “1984”. In the short stories section 7 students (26.92%) included “The Jungle Book”. In the drama section 5 students (19.23%) included “Romeo and Juliet”, 4 students (15.38%) included “Hamlet” and 1 student (3.84%) included “Othello”.

In class B, in the poetry section 3 students (15.78%) said “Beowulf”. In the novel section 7 students (36.84%) included “The Lord of the Rings”, 5 students (26.31%) included “Sherlock Holmes”; “Dracula”, “Frankenstein” and “Gulliver’s Travels” were included in this section by 4 students (21.05%) each and 2 students (10.52%) included “Harry Potter”. In the drama section 9 students (47.36%) included “Romeo and Juliet”, 5 students (26.31%) included “Hamlet”, and 1 student (5.26%) included “Othello”.

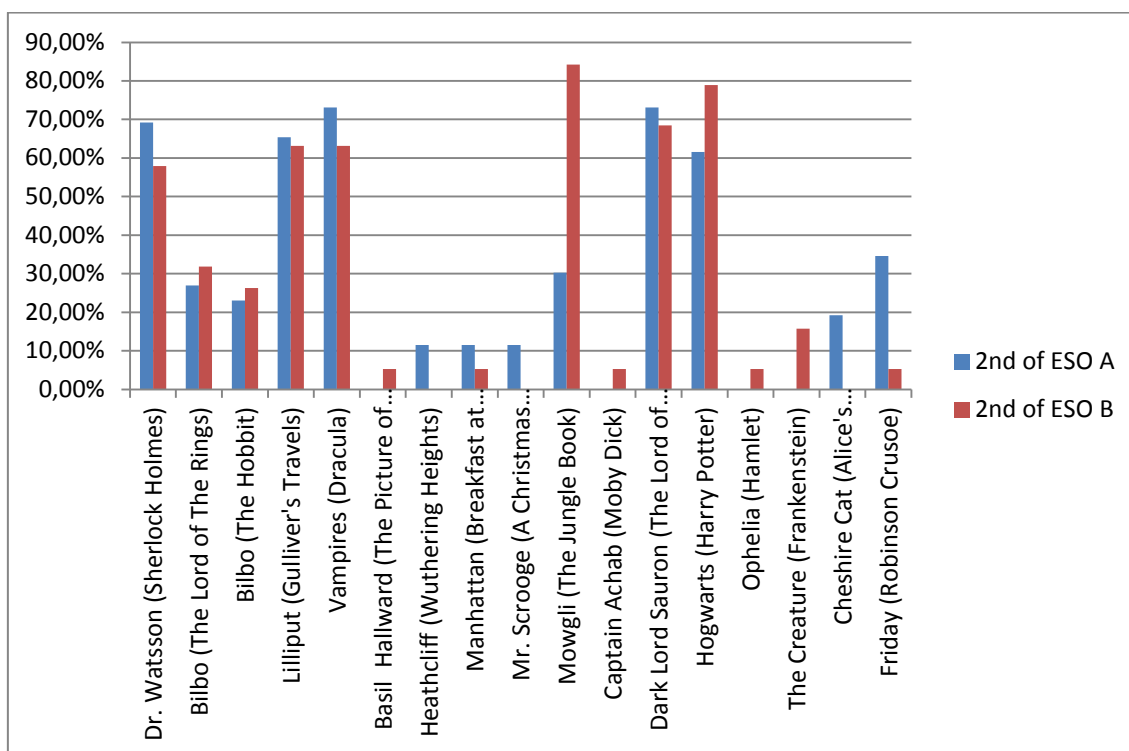


In the twelfth question “Can you classify the authors above according to their historical periods?” we have the following results. In class A, nobody answered this question. In class B, 4 students (21.05%) included Shakespeare in Renaissance and in the Restoration (the 16th and 17th centuries) and another 4 students (21.05%) wrote J.K. Rowling as part of the 31st and 22nd century. The rest did not answer.



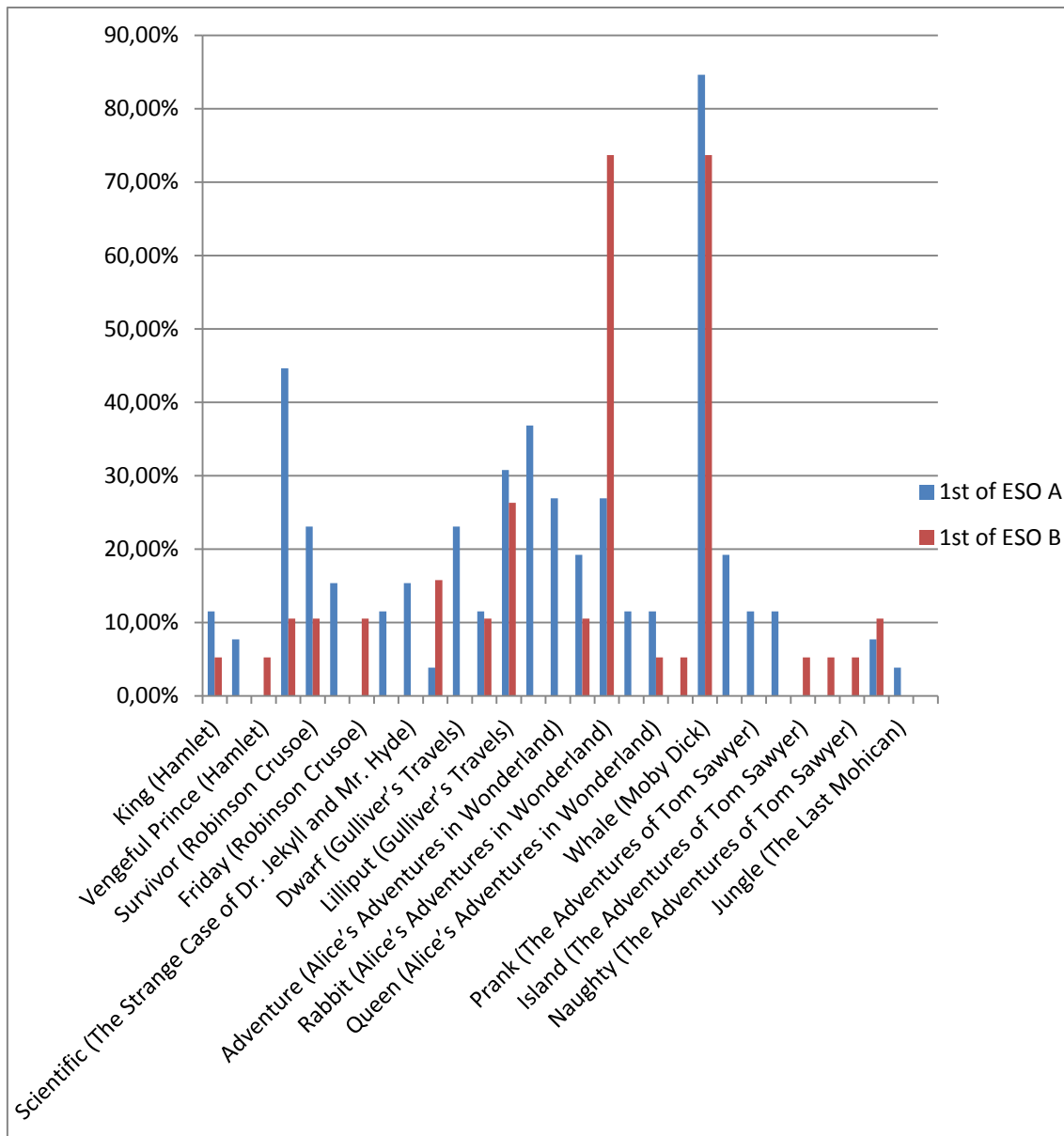
In the thirteenth question “Indicate the works where the following protagonists or place names appear:” I will provide information on only the correct options that they wrote, because there are a lot of options without an answer or were simply guesses. In class A, 18 students (69.23%) said Dr. Watson is from “Sherlock Holmes”, 7 students (26.92%) said Bilbo is from “The Lord of the Rings” and 6 students (23.07%) said Bilbo is from “The Hobbit”. 17 students (65.38%) said that Lilliput is from “Gulliver’s Travels”, 19 students (73.07%) said that vampires are from “Dracula”, 3 students (11.53%) said Heathcliff is from “Wuthering Heights”, another 3 students (11.53%) said Manhattan is from “Breakfast at Tiffany’s” and another 3 students (11.53%) said Mr. Scrooge is from “A Christmas Carol”. 24 students (90.3%) said Mowgli is from “The Jungle Book”, 19 students (73.07%) said Dark Lord Sauron is from “The Lord of the Rings”, 16 students said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter”, 5 students (19.23%) said The Cheshire Cat is from “Alice’s Adventures in Wonderland” and 9 students (34.61%) said Friday is from “Robinson Crusoe”. In class B, 11 students (57.89%) said that Dr. Watson is from “Sherlock Holmes”, 6 students (31.87%) said Bilbo is from “The Lord of the Rings” and 5 (26.31%) students said he is from “The Hobbit”. 12 students (63.15%) said that Lilliput is from “Gulliver’s Travels” and another 12 students (63.15%) said vampires are from “Dracula”. 1 student (5.26%) said Basil Hallward is from “The Picture of Dorian Gray”, another student (5.26%) said Manhattan is from “Breakfast at Tiffany’s”, 16 students (84.21%) said Mowgli is from “The Jungle Book”, another student (5.26%) said Captain Achab is from “Moby Dick”, 13 students (68.42%) said Dark Lord Sauron is from “The Lord of the Rings”, 15 students (78.94%) said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter”, 1 student (5.26%) said Ophelia is from “Hamlet”, 3

students (15.78%) said The Creature is from “Frankenstein” and 1 student (5.26%) said Friday is from “Robinson Crusoe”.



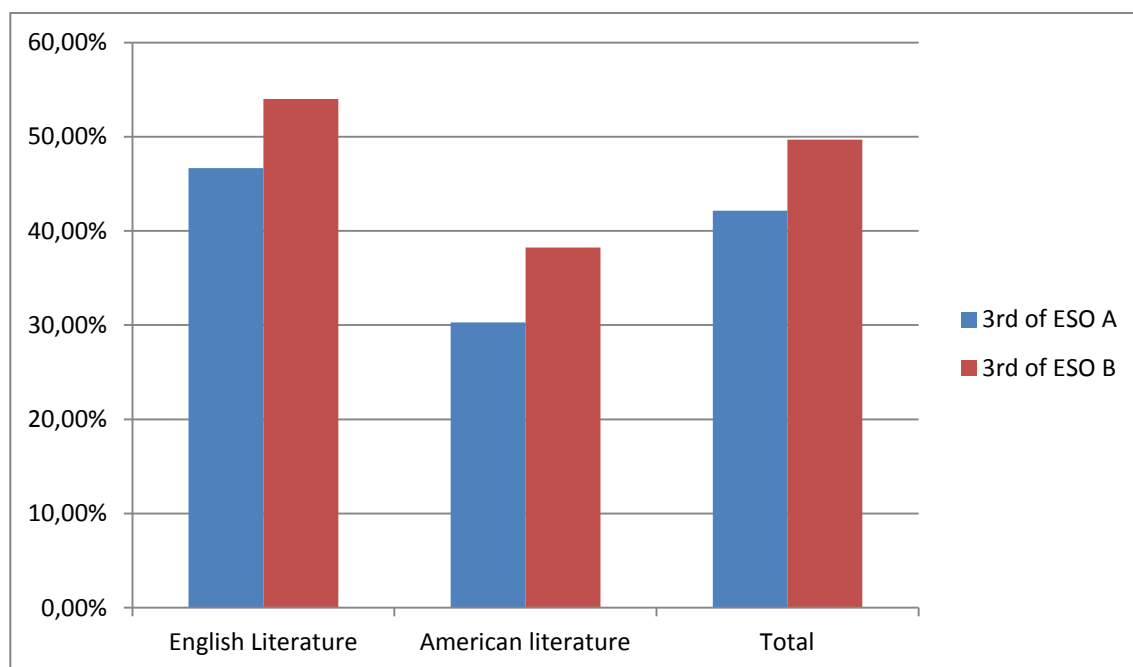
In the fourteenth question “Write anything that comes to your mind in relation to the following literary works even if it is only one word (do not include author’s name or the names of their protagonists):”, in class A, for “Hamlet”, 21 students (80.76%) did not give an answer, 3 students (11.53%) said “king”, and 2 students (7.69%) said “theatre”. For “Robinson Crusoe” 9 (44.61%) students said “adventures”, 6 students (23.07%) said “survivor”, 4 students (15.38%) said “island”, and 7 students (26.92%) did not answer. For “The Strange Case of Dr. Jekyll and Mr. Hyde”, 3 students (11.53%) said “wickedness”, 4 students (15.38%) said “scientific”, one student (3.84%) said “doctor” and 18 students (69.23%) did not answer. For “Gulliver’s Travels”, 6 students (23.07%) said “dwarf”, 3 students (11.53%) said “giant”, 8 students (30.76%) said “Lilliput” and 9 students (34.61%) did not answer. For “Alice’s Adventures in Wonderland”, 7 students (26.92%) said “adventure”, 5 students (19.23%) said “fantasy”, 7 students (26.92%) said “rabbit”, 3 students (11.53%) said “cat”, another 3 students (11.53%) said “queen” and 8 students (30.76%) did not answer. For “Moby Dick”, 22 students (84.61%) said “whale” and 4 (15.38%) students did not answer. For “The Adventures of Tom Sawyer”, 5 students (19.23%) said “adventure”, 3 students (11.53%) said “prank”, another 3 students (11.53%) said “poor” and 15 students (57.69%) did not answer. For “The Last of the Mohicans”, 2 students (7.69%) said “Indian”, 1 student (3.84%) said “jungle” and 23 students (88.46%) did not answer. For “The Great Gatsby”, 2 students (7.69%) said “luxury”, 4 students (15.38%) said

“wealth” and 20 students (76.92%) did not answer. For “Uncle Tom’s Cabin” no one answered. In class B, for “Hamlet”, 21 students (73.68%) did not give an answer, 3 students (15.78%) said “Hamlet” (an ambiguous answer, indeed), and 1 student (5.26%) said “vengeful prince” and another student (5.26%) said “king”. For “Robinson Crusoe” 2 students (10.52%) said “Friday”, another 2 students (10.52%) said “survivor” and another 2 students (10.52%) said “adventure”, and 14 students (73.68%) did not answer. For “The Strange Case of Dr. Jekyll and Mr. Hyde”, 3 students (15.78%) said “doctor” and 16 students (84.21%) did not answer. For “Gulliver’s Travels”, 7 students (6.84%) said “adventure”, 2 students (10.52%) said “giant”, 5 students (26.31%) said “Lilliput” and 6 students (31.57%) did not answer. For “Alice’s Adventures in Wonderland”, 1 student (5.26%) said “happy birthday”, 2 students (10.52%) said “fantasy”, 14 students (73.68%) said “rabbit”, 1 student (5.26%) said “queen”, and 2 students (10.52%) did not answer. For “Moby Dick”, 14 students (73.68%) said “whale” and 5 students (26.31%) did not answer. For “The Adventures of Tom Sawyer”, 1 student (5.26%) said “island”, another student (5.26%) said “Mississippi”, and another student (5.26%) said “naughty” and 16 students (84.21%) did not answer. For “The Last of the Mohicans”, 2 students (10.52%) said “Indian”, 1 student said “attacks in America” and 16 students (84.21%) did not answer. For “The Great Gatsby”, 2 students said “rich” and 16 students (84.21%) did not answer. For “Uncle Tom’s Cabin” no one answered.

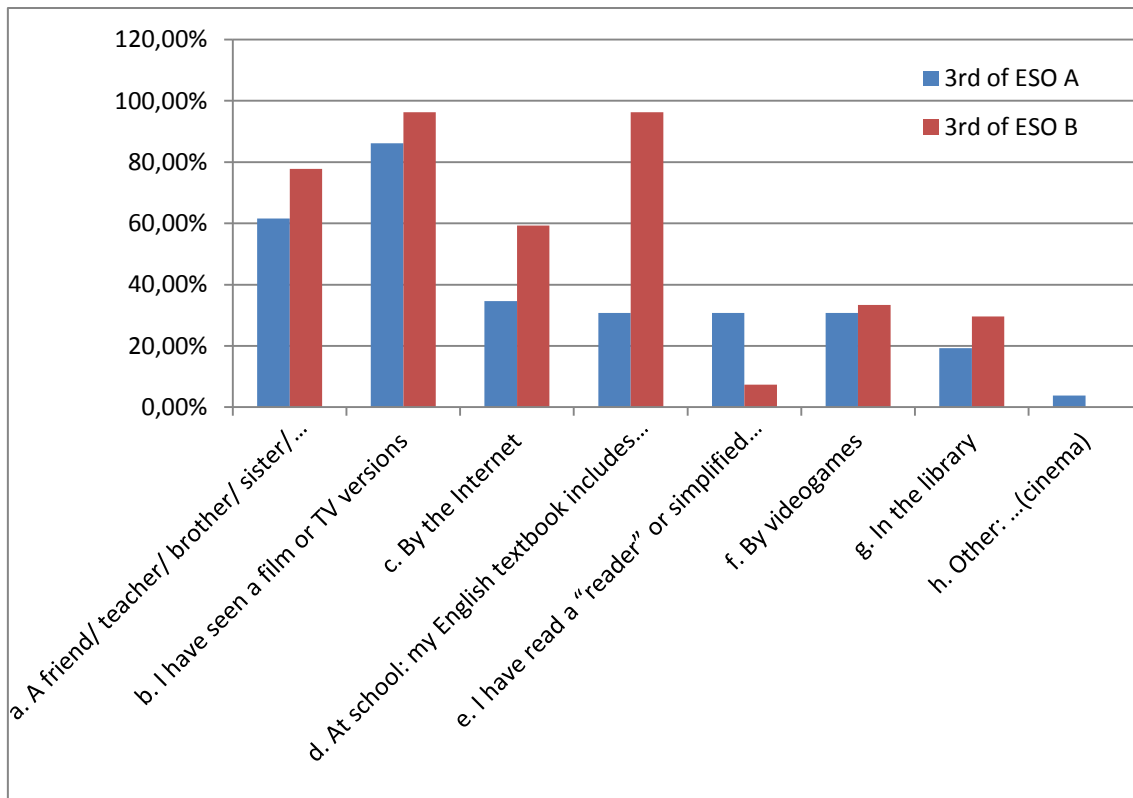


2.3. 3rd Year of E.S.O.

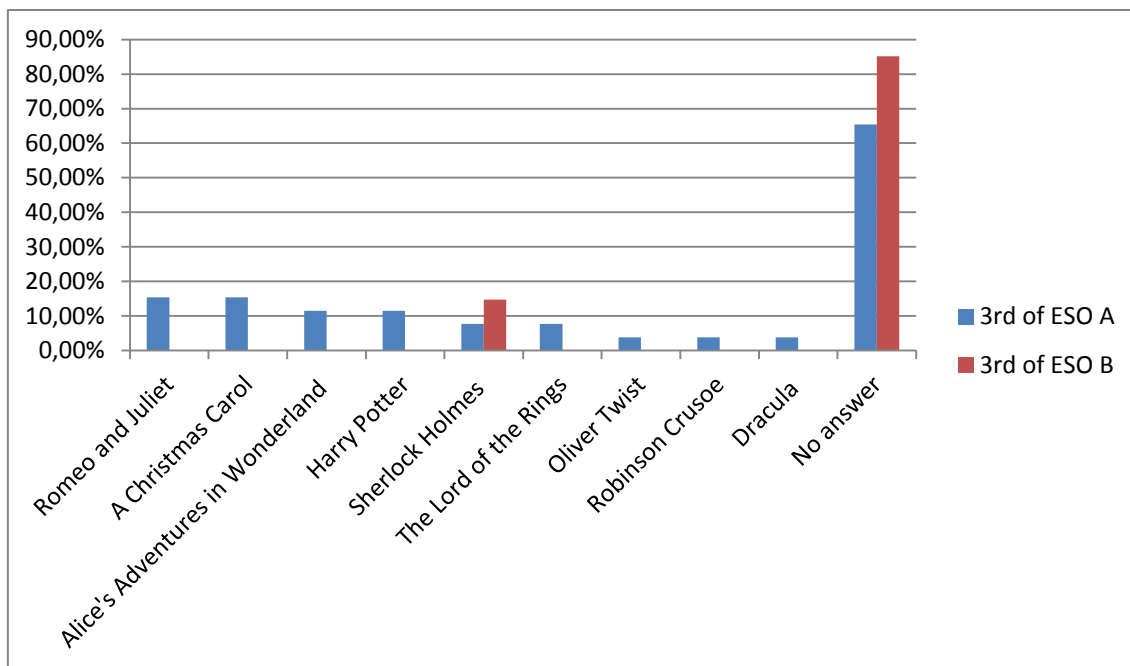
Class A (26 students) scored 1759 out of 3770 points in English literature, which is 46.65%, and in American literature they scored 433 out of 1430 total points, that is, 30.27%. If we sum these percentages we will have a total punctuation of 42.15% of general knowledge of English and America literatures. In class B (27 students), in English literature they scored 2115 out of 3915 possible points maximum, that is 54.02%, and in American literature they scored 568 out of 1485, that is, 38.24%. In total, this class scored 49.68%. Summing up, in the first part of the survey we have a total percentage of the 53 students, 45.99% of general knowledge of English and American literatures. The difference of knowledge between the two classes is approximately of 7 points.



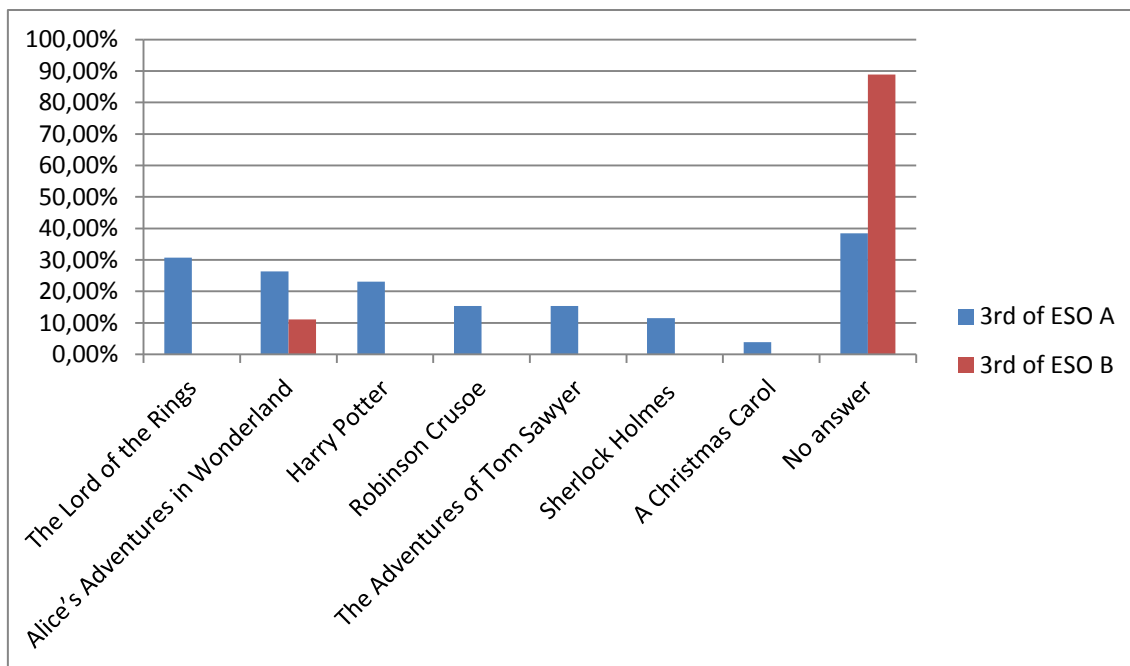
In the second question of the survey, in which they were asked how they had found out about these works, we have the following results. In class A, 16 students chose option "a) A friend/ teacher/ brother/ parent/ relative recommended to me" (61.53%), 25 students chose option "b) I have seen a film or TV versions" (86.15%). 9 students chose "c) by the Internet" (34.61%). 8 students chose option "d) At school: my English textbook includes passages about the book and/or its author" (30.76%). Option "e) I have read a "reader" or simplified version of it" was chosen by another 8 students (30.76%). Another 8 students chose option "f) By videogames" (30.76%). "g) In library" was chosen by 5 students (19.23%), and finally the last option, "h) Other...", 1 student said "cinema" (3.84%). In class B we have the following results. 21 students said a) (77.77 %) and 26 students said b) (96.29%). 16 students said c) (59.25%). 26 students said d) (96.29). 2 students said e) (7.4%). 9 students said f) (33.33 %) and 8 students said g) (29.62%). In "h) other..." we have no answers from this class.



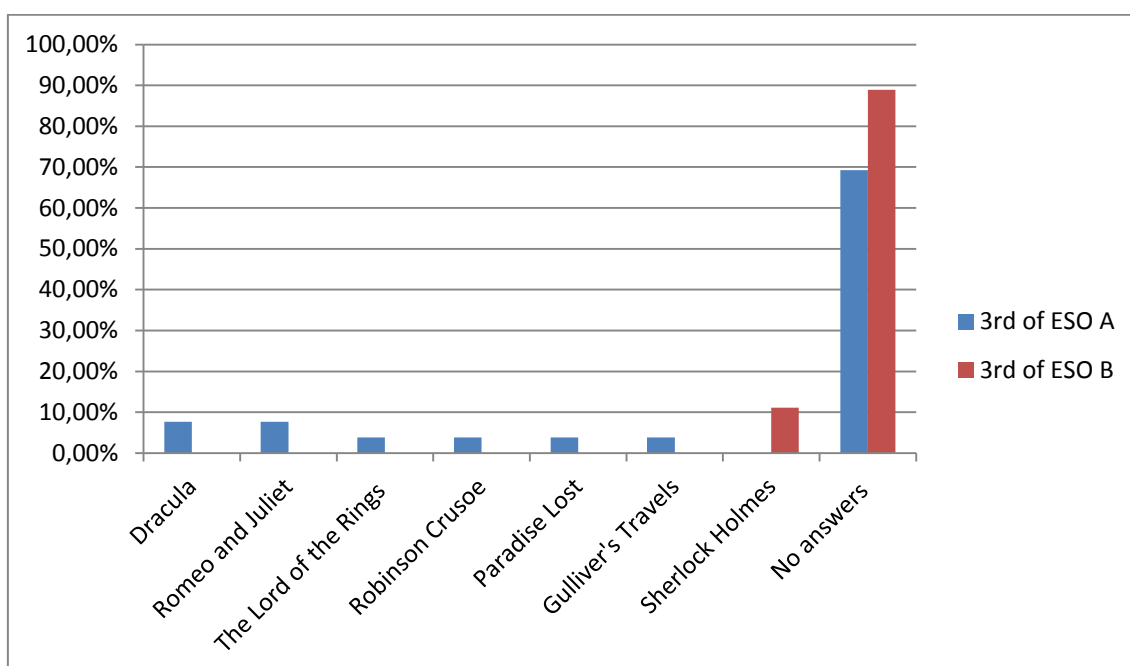
Next I will analyze the answers given in the "General questions" part. The first question is "Which of these works have you seen/studied in your English textbook? (You can write more than one)". In class A, 17 students did not answer (65.38%), 4 students said "Romeo and Juliet" (15.38%) and another 4 students said "Christmas Carol" (15.38%); 3 students said "Alice's Adventures in Wonderland" (11.53%) and another 3 said "Harry Potter" (11.53%) again; 2 students said "Sherlock Holmes" (7.69%) and another 2 said "The Lord of The Rings" (7.69% again); 1 student said "Oliver Twist" (3.84%), another student said "Robinson Crusoe" (3.84%) and another student said "Dracula" (3.84%). In class B 4 students said "Sherlock Holmes" (14.81%) and the rest of the 23 students did not answer (85.18%).



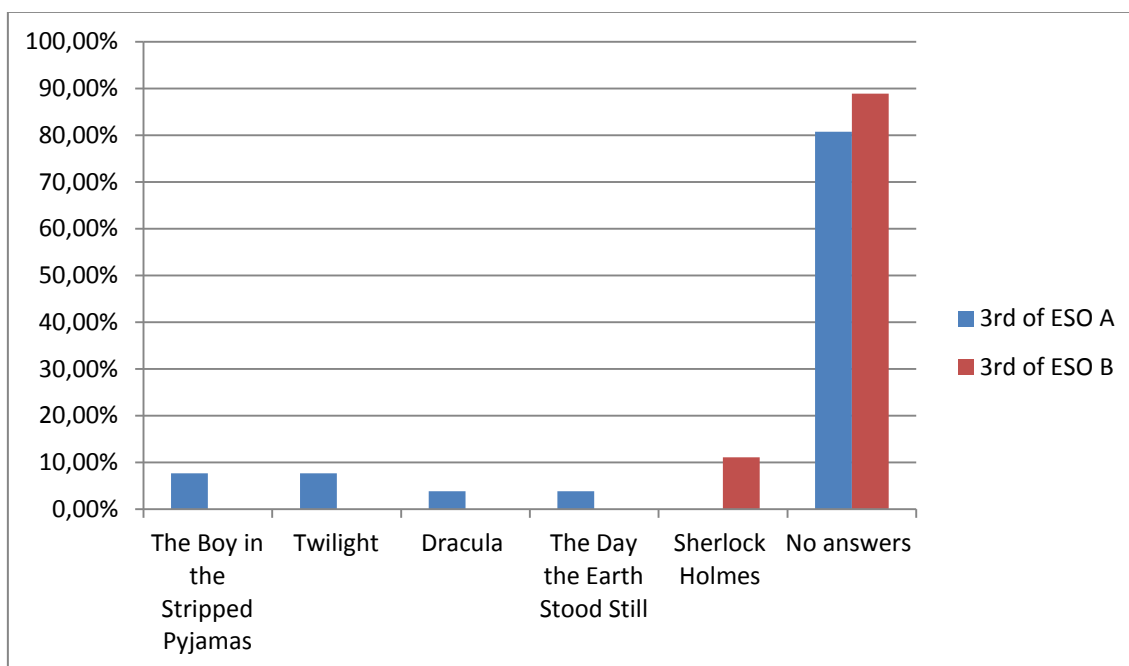
In the second question “How many of these books have you read, either in Spanish or in English? Which ones?” we have the following results. In class A 10 students (38.46%) did not give an answer, 8 students answered “The Lord of the Rings” (30.76%), 7 students (26.92%) answered “Alice’s Adventures in Wonderland”, 6 students (23.07%) wrote “Harry Potter”, 4 students (15.38%) wrote “Robinson Crusoe” and another 4 students answered “The Adventures of Tom Sawyer” (15.38%) ; 3 students said “Sherlock Holmes” (11.53%), 1 student said “A Christmas Carol” (3.84%) and another student said “The Lord of the Rings” (3.84%). In class B, 3 students said “Alice’s Adventures in Wonderland” (11.11%) and 24 students did not answer (88.88%).



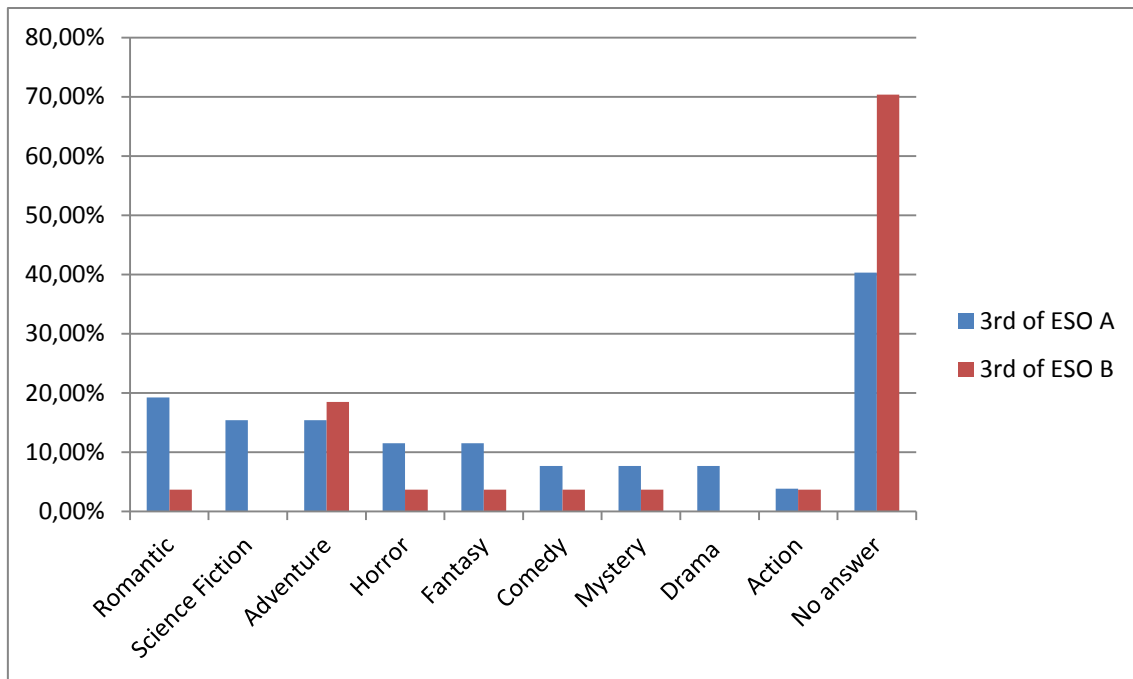
In the third question “Would you like to choose any of the works mentioned above on which you would like to work in class?” we have the following results. In class A, 18 students did not answer (69.23%), 2 students said “Dracula” (7.69%) and another 2 students said “Romeo and Juliet” (7.69%); “The Lord of the Rings”, “Robinson Crusoe”, “Paradise Lost” and “Gulliver’s Travels” were chosen by 1 student each (3.84%). In class B, 3 students said “Sherlock Holmes” (11.11%) and 24 students did not answer (88.88%).



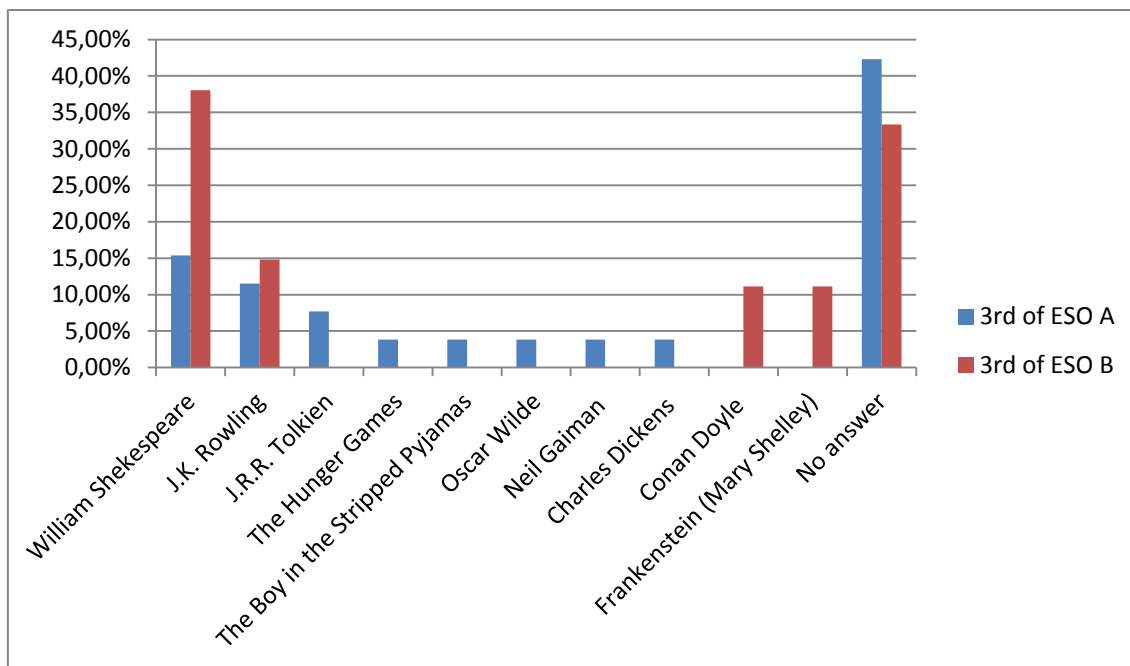
In the forth question “How many literary texts have you seen in your English classes this year? Which ones?”, we have the followings results. In class A, 21 students did not answer (80.76%), 2 students said “The Boy in the Stripped Pyjamas” (7.69%) and another 2 students said “Twilight” (7.69%); 1 student said “Dracula” (3.84%) and another one said “The Day the Earth Stood Still” (3.84%). In class B, 3 students said “Sherlock Holmes” (11.11%) and 24 students did not give an answer (88.88%).



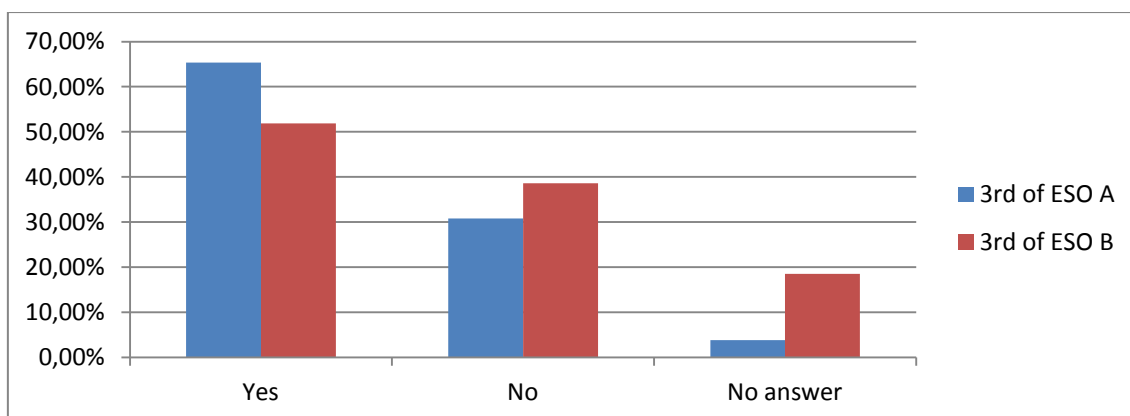
In the fifth question “What types of literature do you like most?” we have the following results. In class A, 11 students did not answer (40.3%), 5 students said romantic novels (19.23%), 4 students said science fiction (15.38%) and another 4 students said adventure (15.38%), 3 students said horror (11.53%) and another 3 students said fantasy (11.53%) ; 2 students said comedy (7.69%), another 2 students said mystery (7.69%) and another 2 students said drama (7.69%); 1 student said action (3.84%). In class B, 19 students did not answer (70.37%), 5 students said adventure (18.51%), and then we have fantasy, mystery, comedy, action, horror and romance, chosen by 1 student each (3.7%).



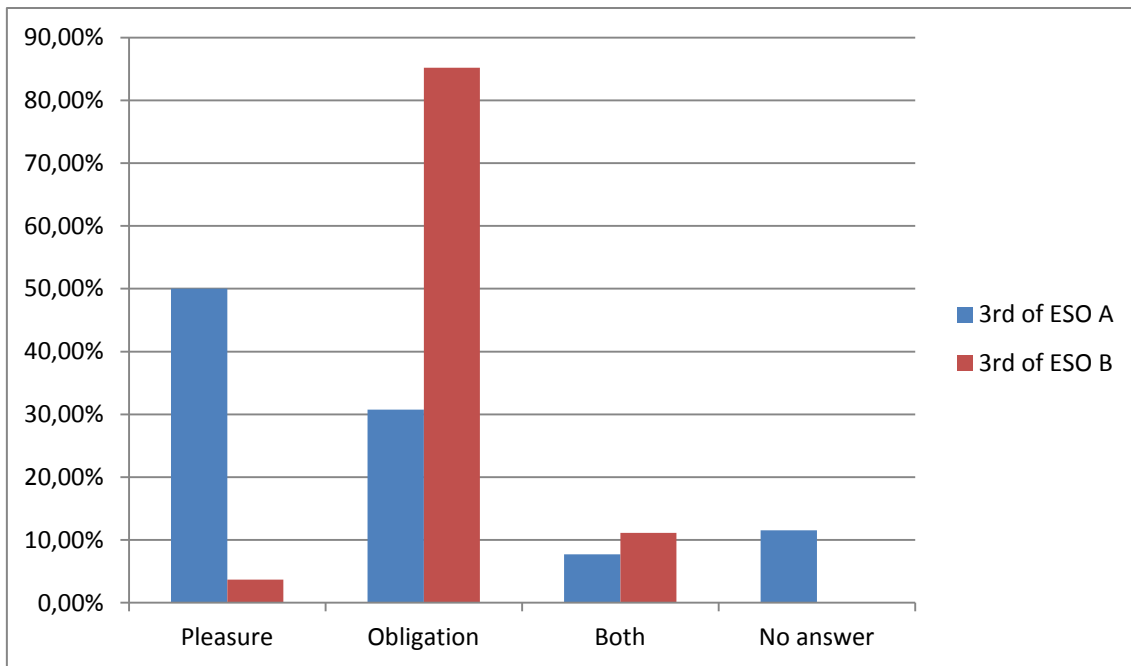
In the sixth question “Who are your favourite English-speaking authors and books?” we have the following results. In class A, 11 students did not answer (42.3%), 4 students said William Shakespeare (15.38%), 3 students said J.K. Rowling (11.53%), 2 students said J.R.R Tolkien (7.69%) and we have “The Hunger Games”, “The Boy in the Stripped Pyjamas”, Oscar Wilde, Neil Gaiman and Charles Dickens voted each by 1 student (3.84%) each. In class B, 9 students did not give an answer (33.33%), 10 students said William Shakespeare (38.03%), 4 students said J.K. Rowling (14.81%), 3 students said Conan Doyle (11.11%) and another 3 students said “Frankenstein” by Mary Shelley (11.11%).



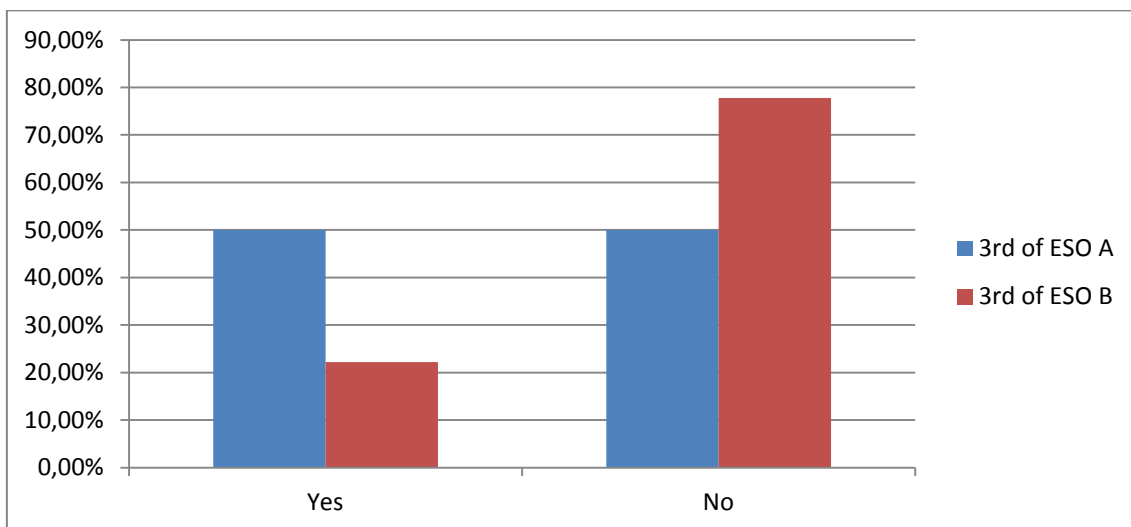
In the seventh question “Do you think literature is important for learning a foreign language? Why/ Why not?” we have the following results. In class A, 17 students said that literature is important (65.38%), 8 students said that literature is not important for learning a foreign language (30.76%) and 1 student did not answer (3.84%). None of them provided any reasons. In class B, 14 students said that literature is important (51.85%), 8 students said that literature is not important for learning a foreign language (29.62%) and 5 students did not answer (18.51%). None of them gave any reasons.



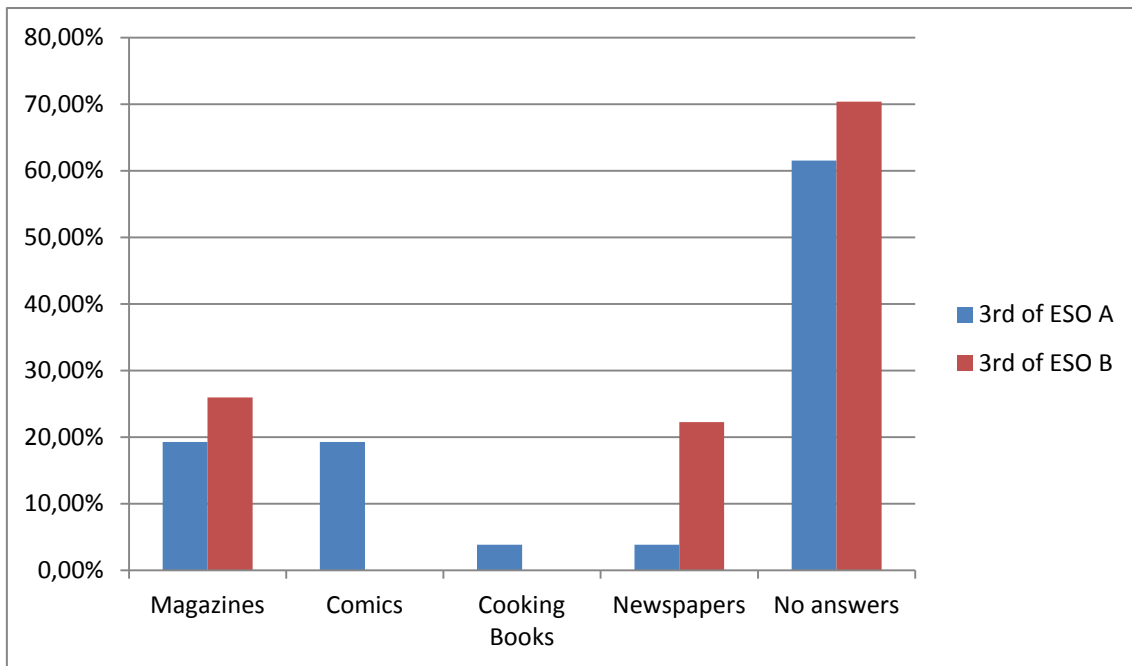
In the eighth question “Do you read for pleasure or by obligation?” we have the following results. In class A, 13 students said they read for pleasure (50%), 8 students said they read by obligation (30.76%), 2 students said that both for pleasure and by obligation (7.69%) and 3 students did not answer (11.53%). In class B, 1 student said he/she reads for pleasure (3.7%), 23 students said they read by obligation (85.18%), 3 students said both for pleasure and by obligation (11.11%).



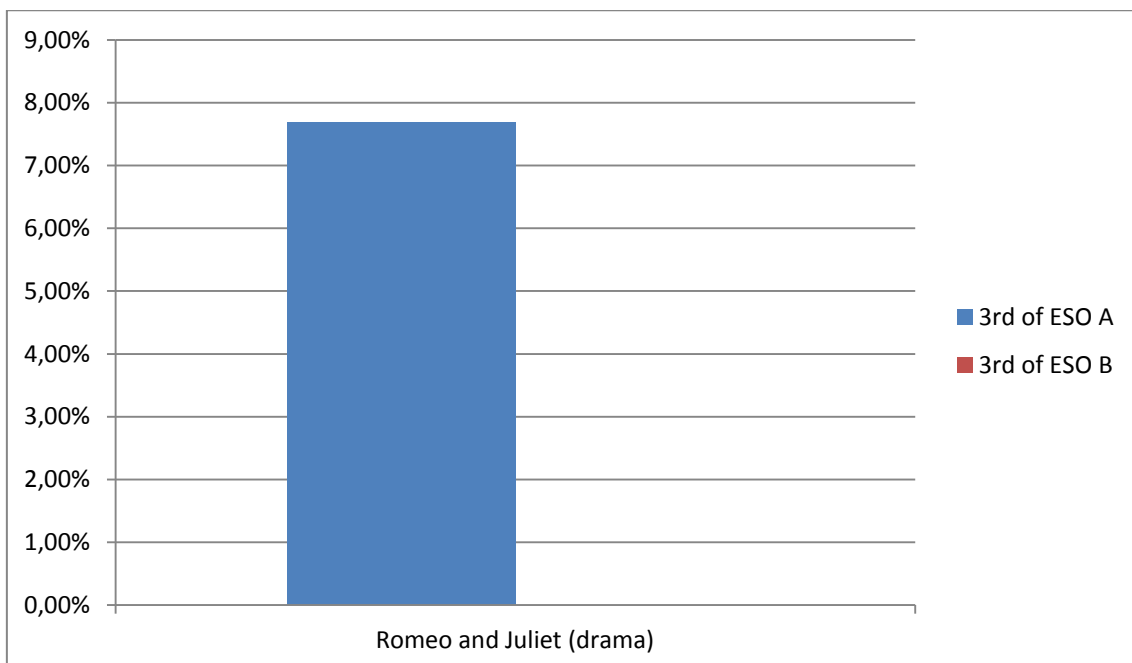
In the ninth question “Do you read Spanish literature?” we have the following results. In class A, 13 students said yes (50%) and another 13 students said no (50%). In class B, 6 students said yes (22.22%) and 21 students said no (77.77%).



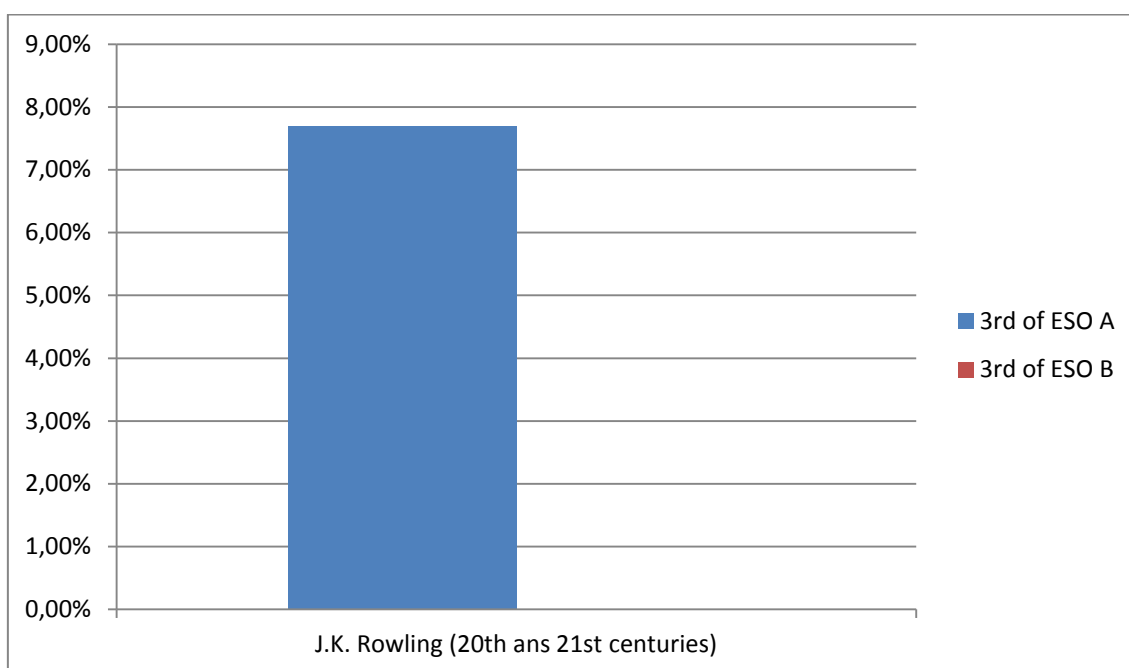
In the tenth question “Apart from literature what else do you read?” we have the following results. In class A, 16 students did not answer (61.53%), 5 students said magazines (19.26%) and another 5 students said comics (19.26%), 1 student said cookery books (3.84%) and another student said newspapers (3.84%). In class B, 19 students did not answer (70.37%), 7 students said magazines (25.92%) and 6 students said newspaper (22.22%).



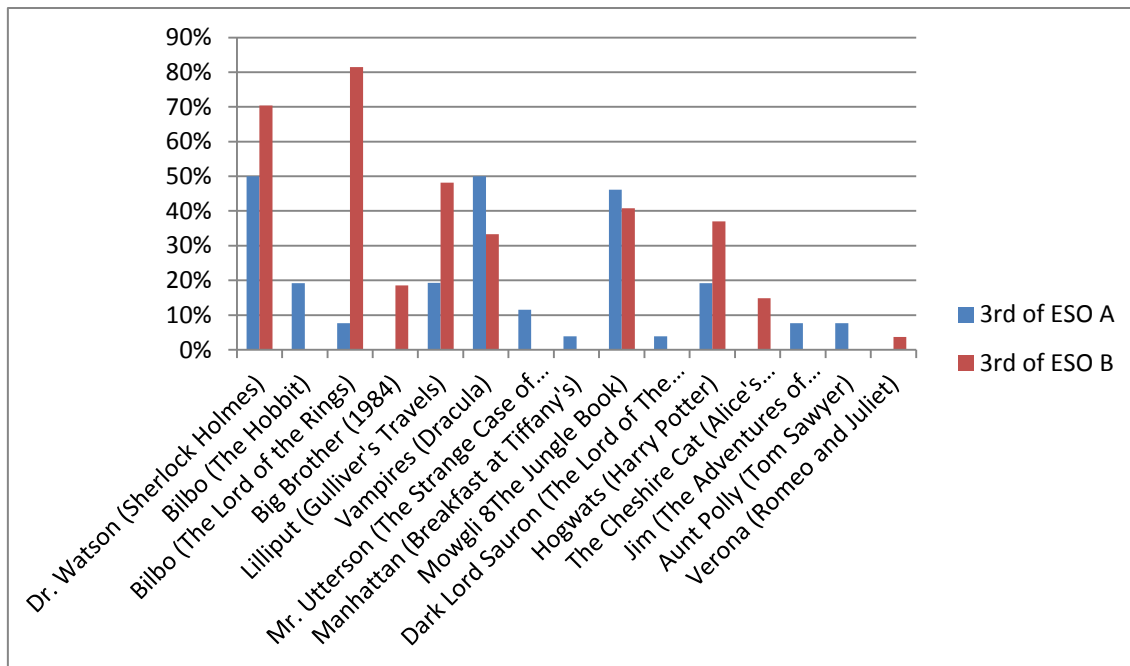
In the eleventh question “Can you classify the works mentioned above in genres?” we have the following results. In class A, most students refrained from answering this question, some of them did it, but their answers were incorrect, except for 2 students who classified “Romeo and Juliet” in the drama section (7.69%). In class B, no one answered.



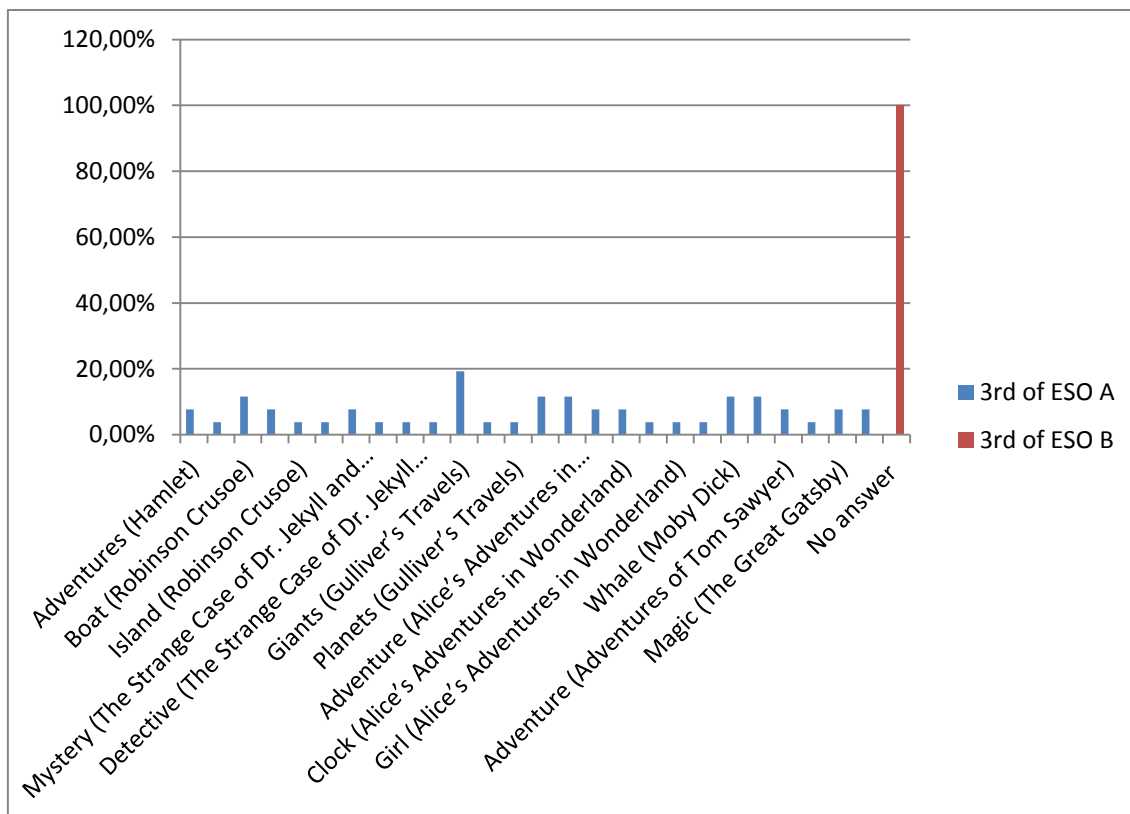
In the twelfth question “Can you classify the authors above according to their historical periods?” we have the following results. In class A, only 2 students said J.K. Rowling belonged to the 20th and 21st centuries (7.69%). In class B, no one answered.



In the thirteenth question “Indicate the works where the following protagonists or place names appear.” I will provide only the options that were correct. In class A, 13 students said Dr. Watson is from “Sherlock Holmes” (50%), 5 students said Bilbo is from “The Hobbit” (19.23%) and 2 students said that he is from “The Lord of the Rings”, 5 students said Lilliput is from “Gulliver’s Travels” (19.23%), 13 students said vampires are from “Dracula” (50%), 3 students said Mr. Utterson is from “The Strange Case of Dr. Jekyll and Mr. Hyde” (11.53%), 1 student said Manhattan is from “Breakfast at Tiffany’s” (3.84%), 12 students said Mowgli is from “The Jungle Book” (46.15%), 1 student said Dark Lord Sauron is from “The Lord of the Rings” (3.84%), 5 students said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter” (19.23%), 2 students said Jim is from “The Adventures of Huckleberry Finn” (7.69%) and 2 students said Aunt Polly is from “Tom Sawyer” (7.69%). In class B, 19 students said Dr. Watson is from “Sherlock Holmes” (70.37%), 22 students said Bilbo is from “The Lord of the Rings” (81.48%), 5 students said Big Brother is from “1984” (18.51%), 13 students said Lilliput is from “Gulliver’s Travels” (48.14%), 9 students said vampires are from “Dracula” (33.33%), 11 students said Mowgli is from “The Jungle Book” (40.74%), 10 students said Hogwarts School of Witchcraft and Wizardry is from “Harry Potter” (37.03%), 4 students said The Cheshire Cat is from “Alice’s Adventures in Wonderland” (14.81%) and 1 student said Verona is from “Romeo and Juliet” (3.7%).

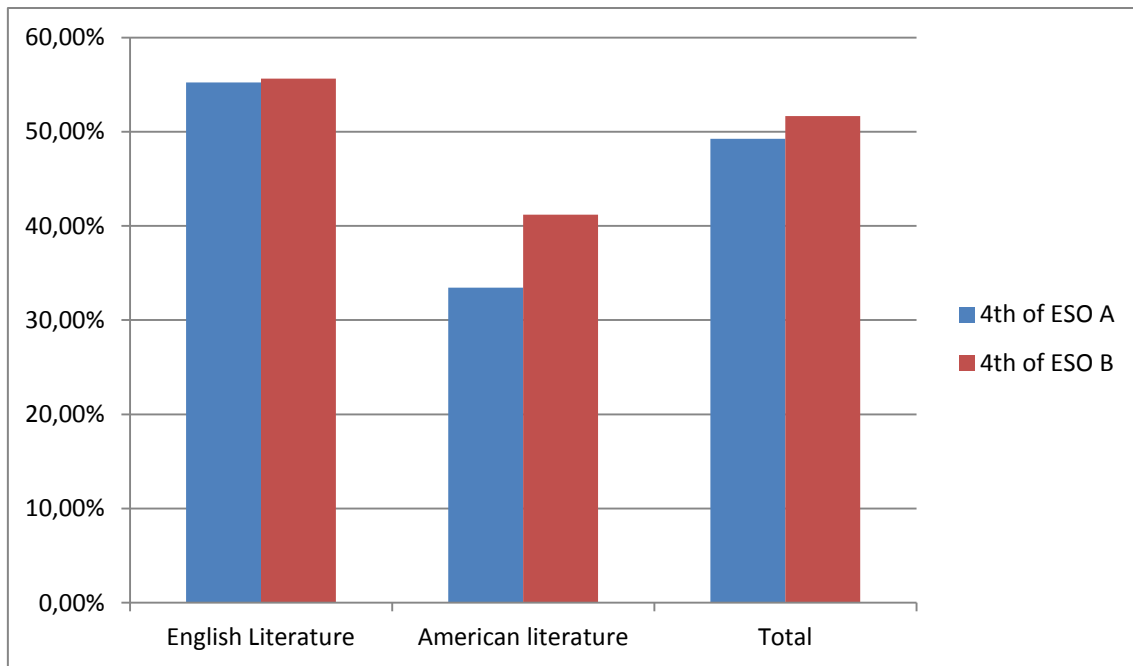


In the fourteenth question "Write anything that comes to your mind in relation to the following literary works even if it is only one word (do not include author's name or the names of their protagonists):", in class A, for "Hamlet" 2 students said "adventures" (7.69%), which is a rather ambiguous answer and 1 student said "love" (3.84%), rather ambiguous too. For "Robinson Crusoe" 3 students said "boat" (11.53%), 2 students said "survivor" (7.69%), 1 student said "island" (3.84%) and another student said "explorer" (3.84%). For "The Strange Case of Dr. Jekyll and Mr. Hyde", 2 students said "mystery" (7.69%), 1 student said "crazy" (3.84%), another student said "detective" (3.84%) and another student said fantasy (3.84%). For "Gulliver's Travels", 5 students said "giants" (19.23%), 1 student said "little people" (3.84%) and another student said "planets" (3.84%), which is a rather strange answer. For "Alice's Adventures in Wonderland", 3 students said "rabbit" (11.53%) and another 3 students said adventure (11.53%), 2 students said "cat" (7.69%) and another 2 students said "clock" (7.69%), 1 student said "drugs" (3.84%), another student said "girl" (3.84%) and another student said "crazy hat" (3.84%). For "Moby Dick", 3 students said "whale" (11.53%) and another 3 students said "giant" (11.53%). For "The Adventures of Tom Sawyer", 2 students said adventure (7.69%) and 1 student said "survivor" (sic) (3.84%). For "The Last of the Mohicans", 2 students said "desert" (7.69%) and 1 student said "death" (3.84%), both answers being rather ambiguous. For "Uncle Tom's Cabin" 2 students said "family" (7.69%). In class B, no one answered this question.

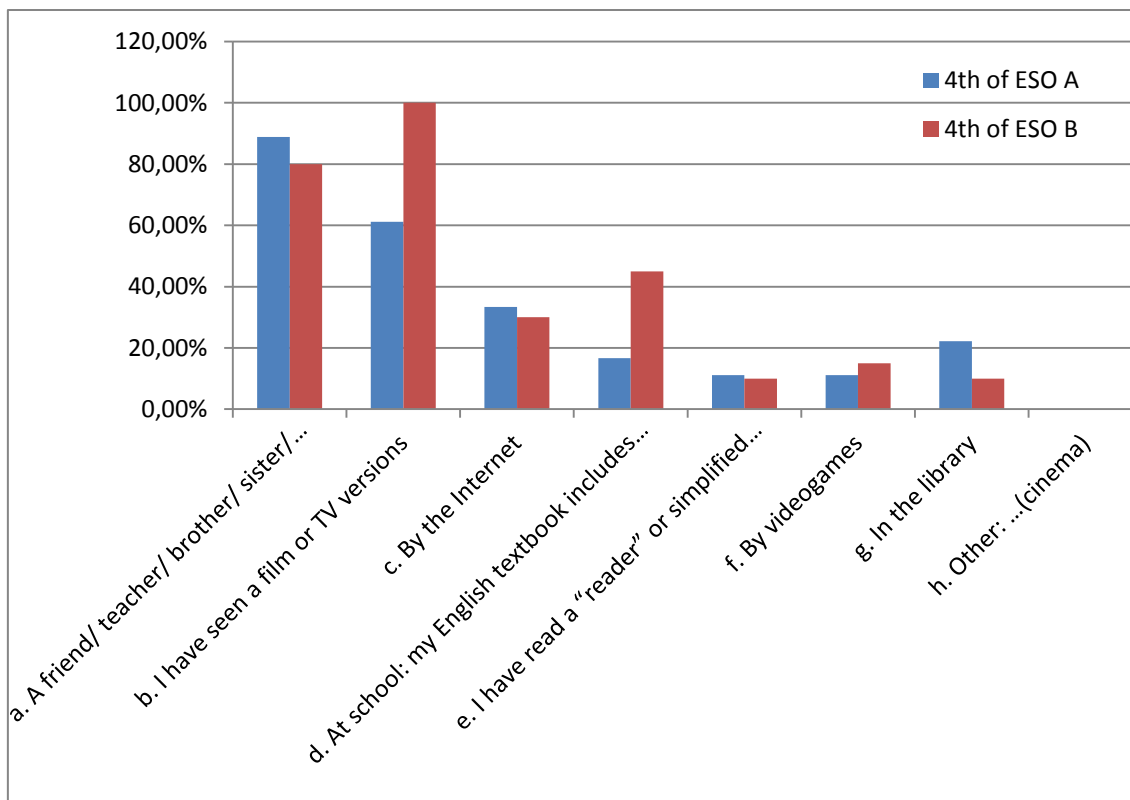


2.4. 4th Year of E.S.O.

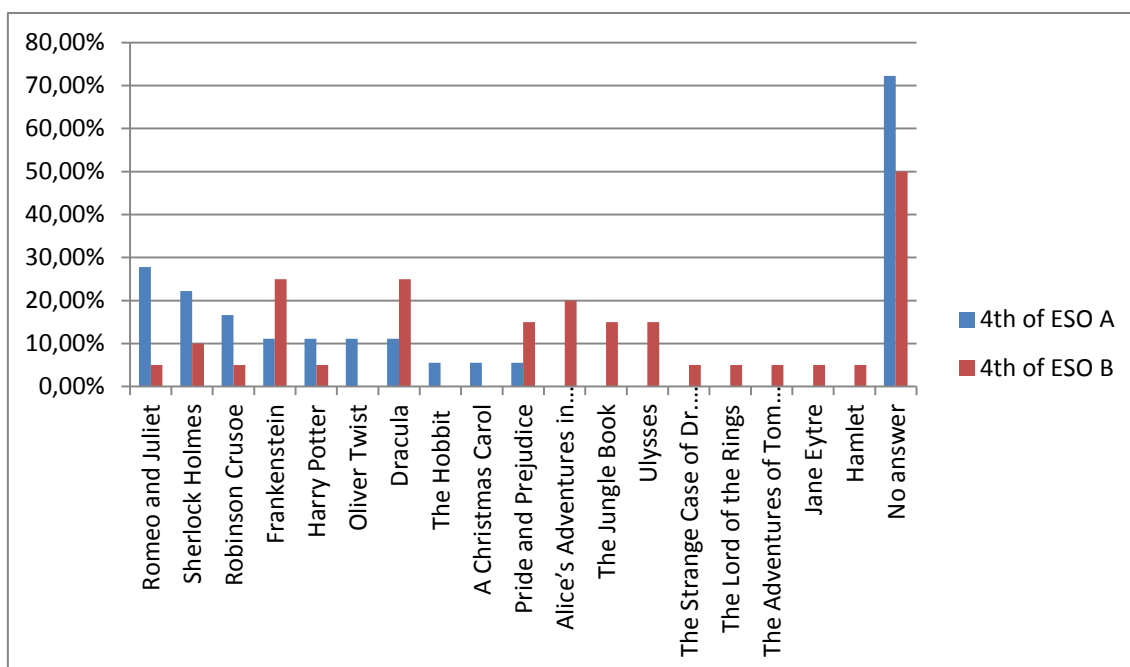
Class A (18 students) scored 1442 out of 2610 total points in English literature (55.24 %), in American Literature they scored 331 out of 990 total points (33.43 %). If we sum these percentages we will have a total punctuation of 49.25% of general knowledge of English and America literatures. In class B, in English literature they obtained 1613 out of 2900 total points (55.62%), and in American literature they scored 453 out of 1100, that is, 41.18%. In total, this class scored 51.65%. Summing up, in the first part of the survey we have a total of the 53 students with 50.51% of general knowledge of the English and American literatures. The difference of knowledge between the two classes is approximately of 2%.



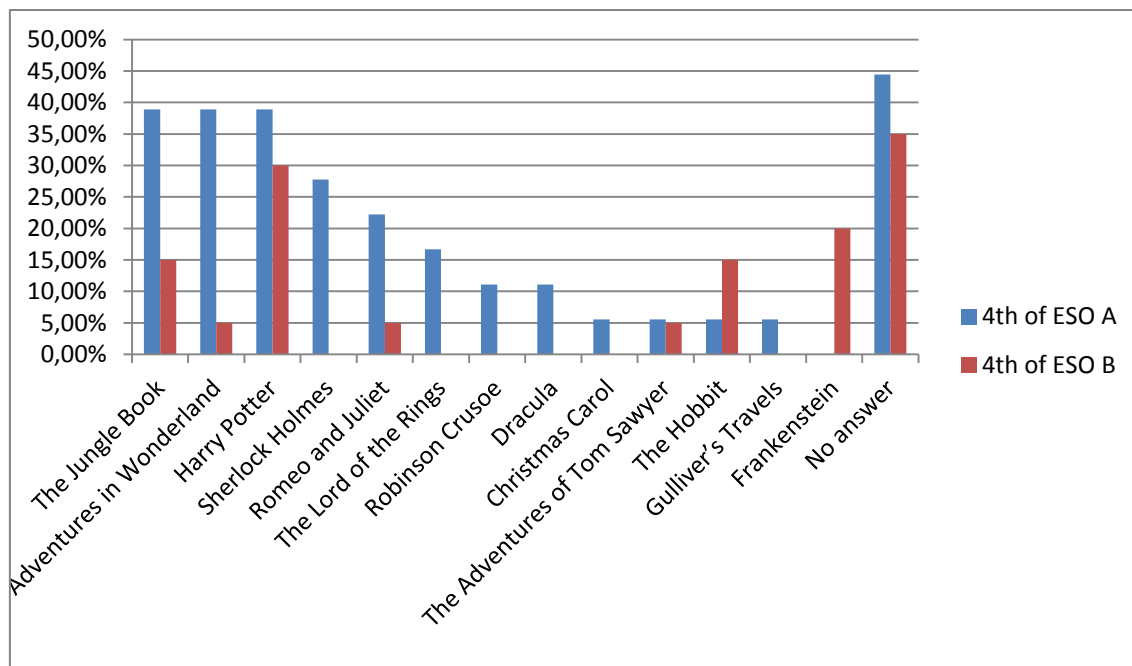
In the second question of the survey in which they were asked how they had found out about these works, we have the following results. In class A, 16 students chose option “a) A friend/ teacher/ brother/ parent/ relative recommended to me” (88.88%), 11 students chose option “b) I have seen a film or TV versions” (61.11%). 6 students chose “c) by the Internet” (33.33%). 3 students chose option “d) At school: my English textbook includes passages about the book and/or its author” (16.66%). Option “e) I have read a “reader” or simplified version of it” was chosen by 2 students (11.11%). Another 2 students chose option “f) By videogames” (11.11%). “g) In the library” was chosen by 4 students (22.22%) and finally the last option “h) Other...”, was answered by nobody. In class B (20 students) we have the following results. 16 students said a) (80%) and 20 students said b) (100%). 6 students said c) (30%). 9 students said d) (45%). 2 students said e) (10%). 3 students said f) (15%) and 2 students said g) (10%). For “h) other...” we have no answers in this class.



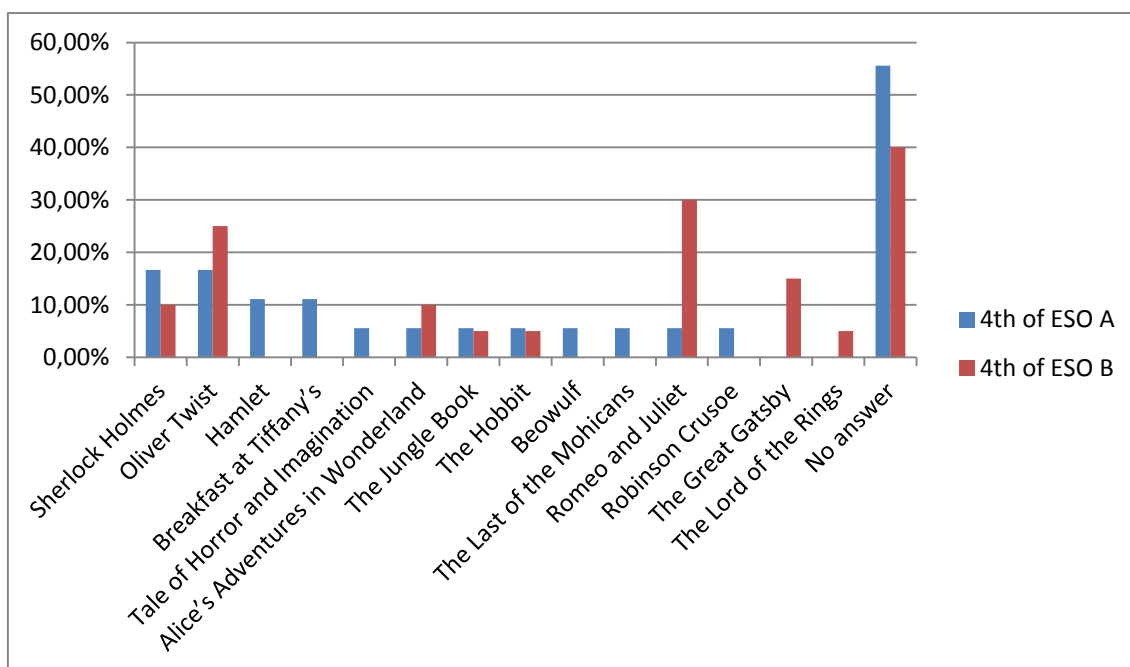
Next I will analyze the answers given in the “General questions” part. The first question is “Which of these works have you seen/studied in your English textbook? (You can write more than one)”. In class A, 13 students did not answer the question (72.22%), 5 students said “Romeo and Juliet” (27.77%), 4 students said “Sherlock Holmes” (22.22%), 3 students said “Robinson Crusoe” (16.66%); “Frankenstein”, “Harry Potter”, “Oliver Twist” and “Dracula” were chosen by 2 students each (11.11%), and finally 1 student said “The Hobbit” (5.55%), another student said “Christmas Carol” (5.55%) and another student said “Pride and prejudice” (5.55%). In class B, 10 students did not answer the question (50%), 5 students said “Frankenstein” (25%), another 5 students said “Dracula” (25%), 4 students said “Alice’s Adventures in Wonderland” (20%), “The Jungle Book”, “Ulysses” and “Pride and Prejudice” were chosen by 3 students each (15%), 2 students said “Sherlock Holmes” (10%) and “Robinson Crusoe”, “The Strange Case of Dr. Jekyll and Mr. Hyde”, “The Lord of the Rings”, “The Adventures of Tom Sawyer”, “Jane Eyre”, “Harry Potter”, “Hamlet” and “Romeo and Juliet” were chosen by 1 student each (5%).



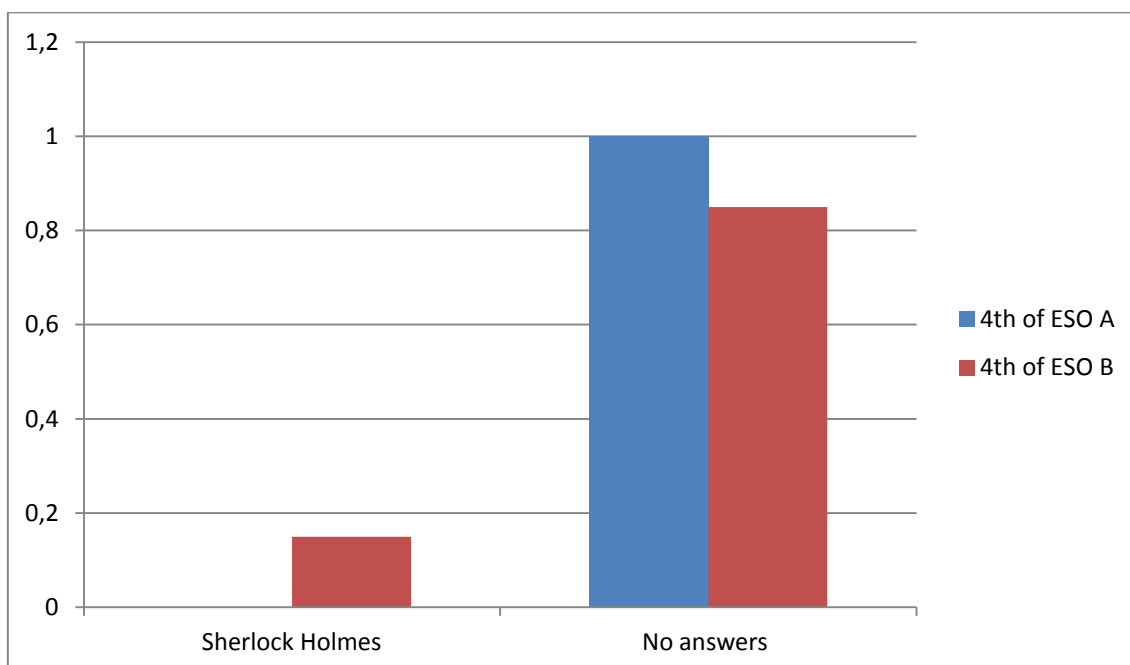
In the second question “How many of these books have you read, either in Spanish or in English? Which ones?” we have the following results. In class A, 8 students did not answer the question (44.44%), “The Jungle Book”, “Alice’s Adventures in Wonderland” and “Harry Potter” were chosen by 7 students each (38.88%), 5 students said “Sherlock Holmes” (27.77%), 4 students said “Romeo and Juliet” (22.22%), 3 students said “The Lord of the Rings” (16.66%), 2 students said “Robinson Crusoe” (11.11%) and another 2 said “Dracula” (11.11%); “Christmas Carol”, “The Adventures of Tom Sawyer”, “The Hobbit” and “Gulliver’s Travels” were chosen by 1 student each book (5.55%). In class B, 7 students did not answer (35%), 6 students said “Harry Potter” (30%), 4 students said “Frankenstein” (20%), 3 students said “The Hobbit” (15%) and another 3 students said “The Jungle Book” (15%); “Romeo and Juliet”, “Alice’s Adventures in Wonderland”, “The Adventures of Tom Sawyer” and “Romeo and Juliet” were chosen by 1 student each book (5%).



In the third question “Would you like to choose any of the works mentioned above on which you would like to work in class?” we have the following results. In class A, 10 students did not answer (55.55%), 3 students said “Sherlock Holmes” (16.66%), another 3 students said “Oliver Twist” (16.66%), 2 students said “Hamlet” (11.11%) and another 2 students said “Breakfast at Tiffany’s” (11.11%), “Tales of Horror and Imagination”, “Alice’s Adventures in Wonderland”, “The Jungle Book”, “The Hobbit”, “Beowulf”, “The Last of the Mohicans”, “Romeo and Juliet” and “Robinson Crusoe” were chosen by 1 student each book (5.55%). In class B, 8 students did not answer (40%), 6 students said “Romeo and Juliet” (30%), 5 students said “Oliver Twist” (25%), 3 students said “The Great Gatsby” (15%), 2 students said “Alice’s Adventures in Wonderland” (10%), another 2 students said “Sherlock Holmes” (10%), 1 student said “The Hobbit” (5%), another student said “The Jungle Book” (5%) and another student said “The Lord of The Rings” (5%).

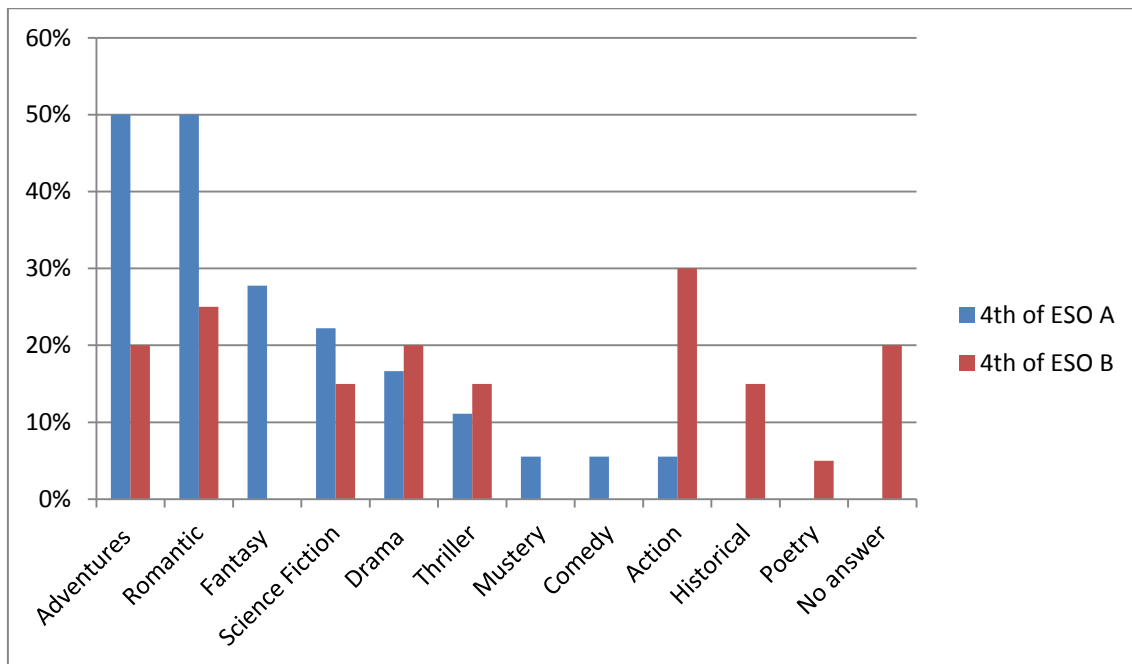


In the forth question “How many literary texts have you seen in your English classes this year? Which ones?”, we have the followings results. In class A, no one answered this question. In class B, 17 students did not answer (85%) and 3 students said “Sherlock Holmes” (15%).

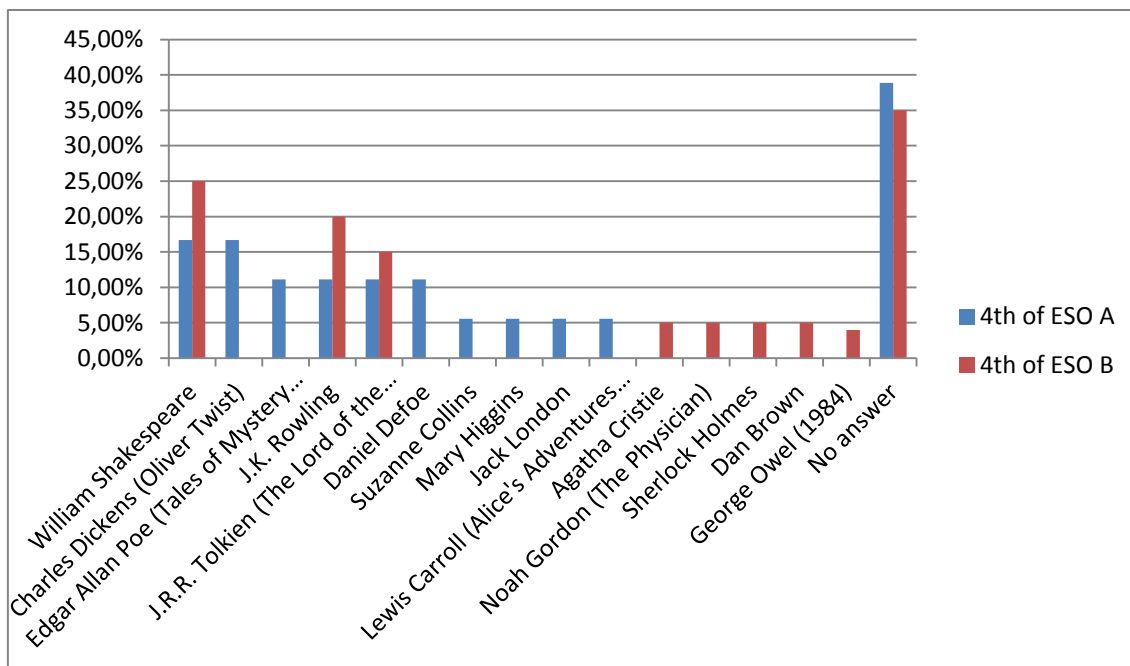


In the fifth question “What types of literature do you like most?” we have the following results. In class A, 9 students said adventures (50%), another 9 students said romantic novels (50%), 5 students said fantasy (27.77%), 4 students said science fiction

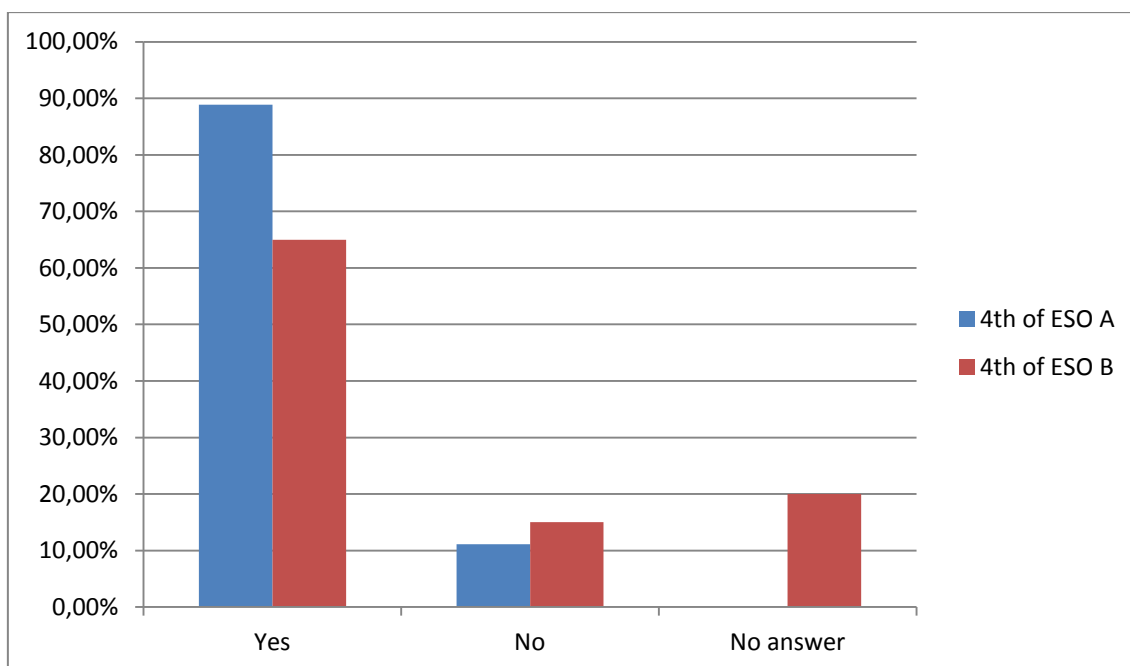
(22.22%), 3 students said drama (16.66%), 2 students said thrillers (11.11%), 1 student said mystery (5.55%), another student said comedy (5.55%) and another student said action (5.55%). In class B, 4 students did not answer (20%), 6 students said action (30%), 5 students said romantic novels (25%), 4 students said drama (20%) and another 4 students said adventures (20%), 3 students said science fiction (15%), another 3 students said thrillers (15%), another 3 students said historical novels (15%) and 1 student said poetry (5%).



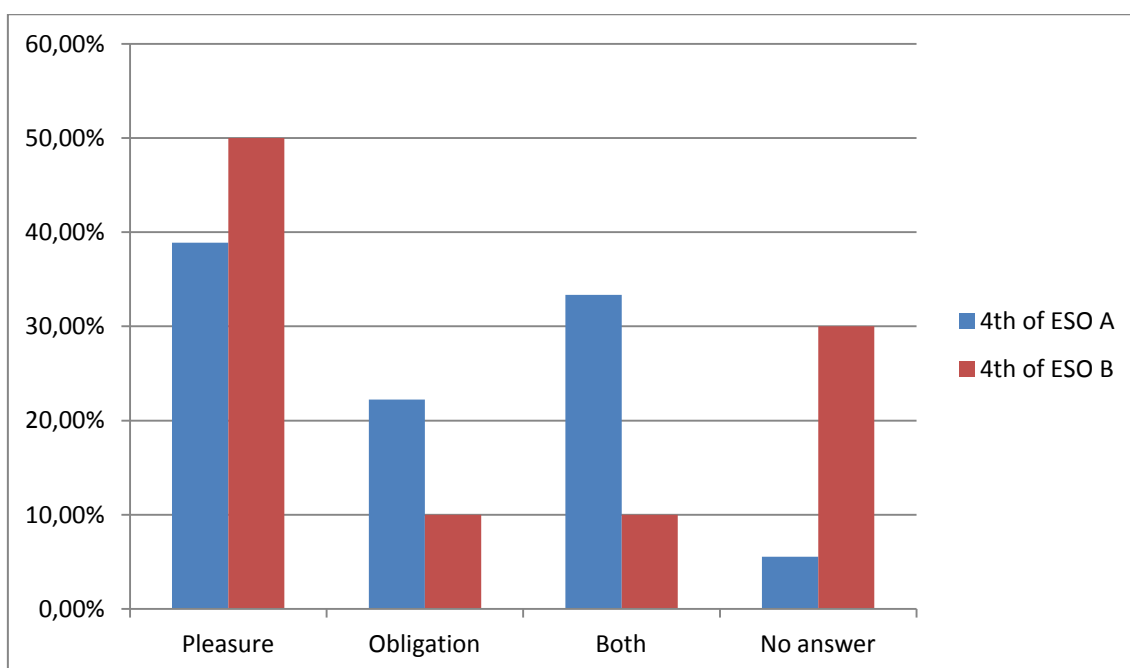
In the sixth question “Who are your favourite English-speaking authors and books?” we have the following results. In class A, 7 students did not answer (38.88%), 3 students said William Shakespeare (16.66%), another 3 students said Charles Dickens’s “Oliver Twist” (16.66%), 2 students said Edgar Allan Poe’s “Tales of Mystery and Imagination” (11.11%), another 2 students said J.K. Rowling (11.11%), another 2 said J.R.R. Tolkien’s “The Lord of the Rings” (11.11%) and another 2 said Daniel Defoe (11.11%), 1 student said Suzanne Collins (5.55%), another student said Mary Higgins (5.55%), another student said Jack London (5.55%) and another student said Lewis Carroll’s “Alice’s Adventures in Wonderland” (5.55%). In class B, 7 students did not answer (35%), 5 students said William Shakespeare (25%), 4 students said J.K. Rowling (20%), 3 students said J.R.R. Tolkien (15%), 1 student said Agatha Christie (5%), another student said Noah Gordon’s “The Physician” (5%), another student said “Sherlock Holmes” (5%), another student said Dan Brown (5%) and another student said George Orwell’s “1984” (5%).



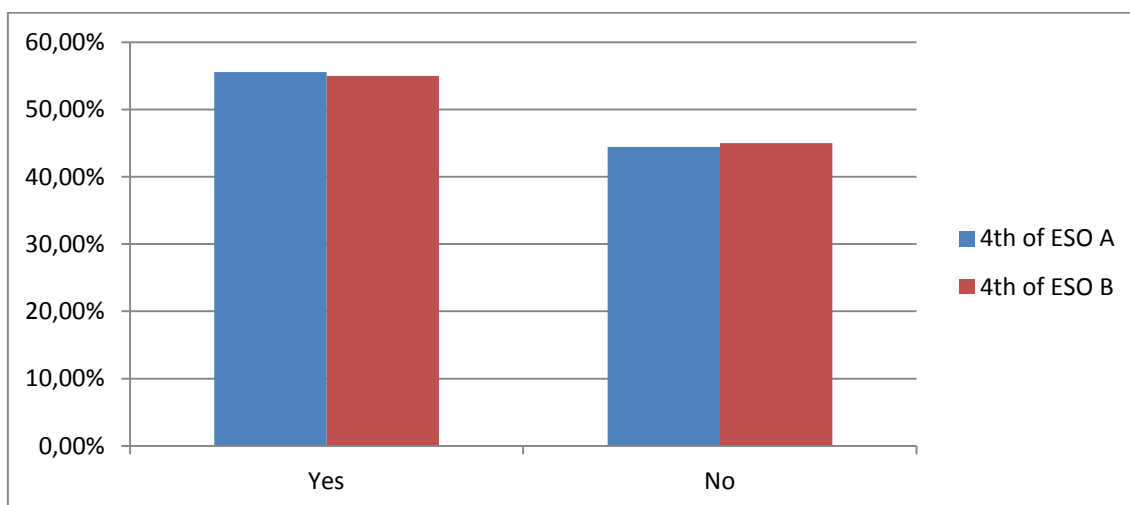
In the seventh question “Do you think literature is important for learning a foreign language? Why/Why not?” we have the following results. In class A, 16 students said that literature is important (88.88%) and 2 students said that literature is not important for learning a foreign language (11.11%). None of them gave any reasons. In class B, 13 students said that literature is important (65%), 3 students said that literature is not important for learning a foreign language (15%) and 4 students did not answer (20%). None of them gave any reasons.



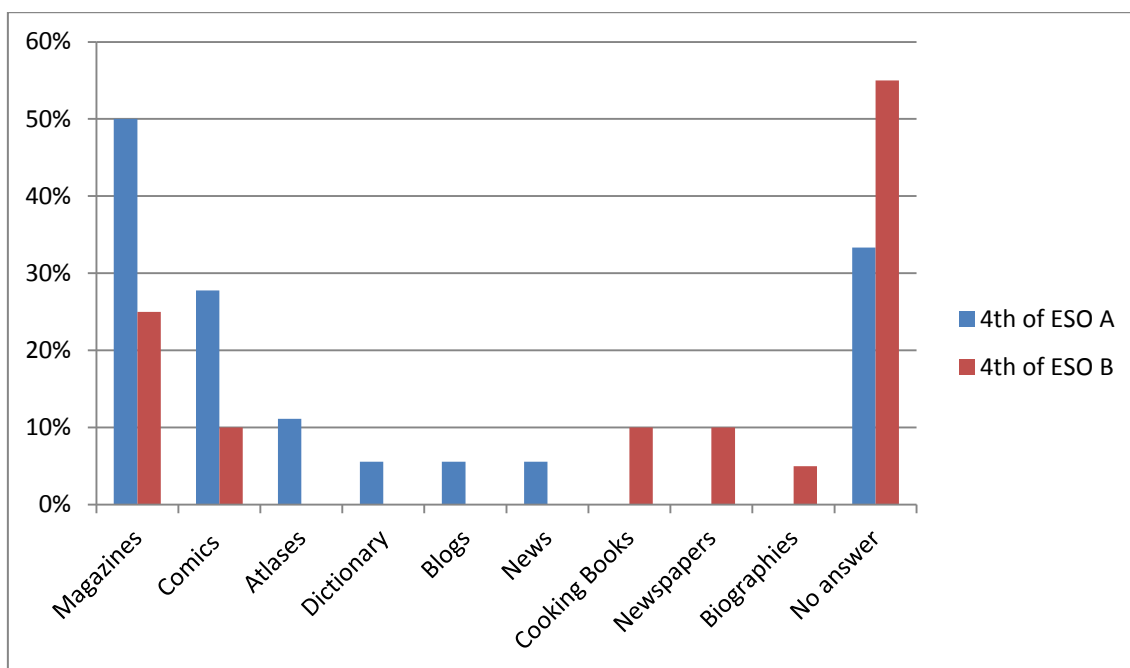
In the eighth question “Do you read for pleasure or by obligation?” we have the following results. In class A, 7 students said they read for pleasure (38.88%), 4 students said they read by obligation (22.22%), 6 students said that they read both for pleasure and by obligation (33.33%) and 1 student did not answer (5.55%). In class B, 10 students said they read for pleasure (50%), 2 students said they read by obligation (10%), another 2 students said both for pleasure and by obligation (10%), and 6 students did not answer (30%).



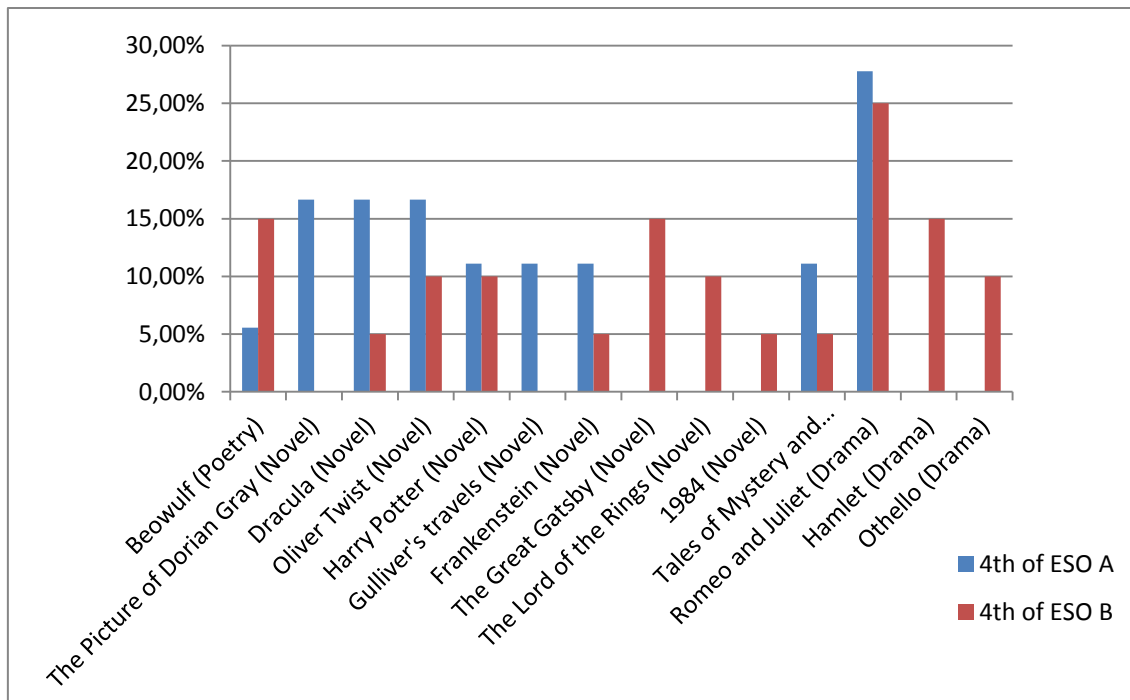
In the ninth question “Do you read Spanish literature?” we have the following results. In class A, 10 students said yes (55.55%) and 8 students said no (44.44%). In class B, 11 students said yes (55%) and 9 students said no (45%).



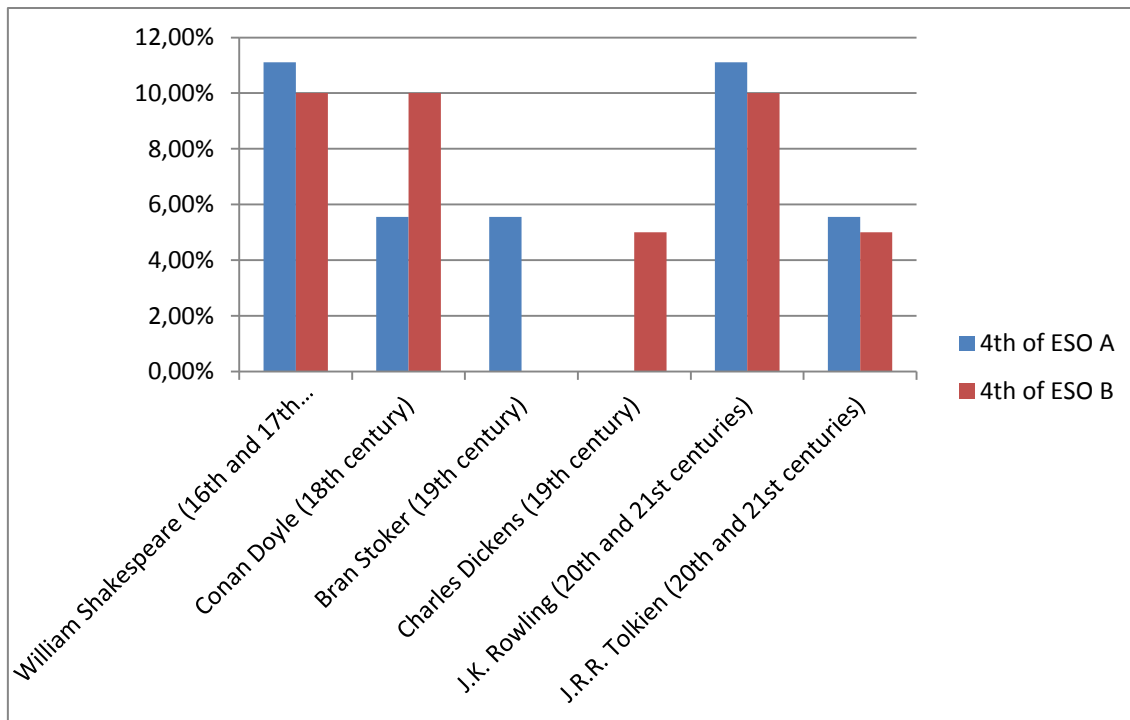
In the tenth question “Apart from literature what else do you read?” we have the following results. In class A, 6 students did not answer (33.33%), 9 students said magazines (50%), 5 students said comics (27.77%), 2 students said atlases (11.11%), 1 student said dictionaries (5.55%), another student said blogs (5.55%) and another student said newspapers (5.55%). In class B, 11 students did not answer (55%), 5 students said magazines (25%), 2 students said cookery books (10%), another 2 students said comics (10%), another 2 students said newspapers (10%) and 1 student said biographies (5%).



In the eleventh question “Can you classify the works mentioned above in genres?” we have the following results. In class A, 1 student (5.55%) included “Beowulf” in the poetry section, in the novel section 3 students (16.66%) included “The Picture of Dorian Gray”, 3 students (16.66%) included “Dracula”, 3 students (16.66%) included “Oliver Twist”, 2 students (11.11%) included “Harry Potter”, 2 students (11.11%) included “Gulliver’s Travels” and another 2 students (11.11%) included “Frankenstein”. In the short stories section 2 students (11.11%) included “Tales of Mystery and Imagination” and in the drama section 5 students (27.77%) included “Romeo and Juliet”. In class B, 3 students (15%) included “Beowulf” in the poetry section. In the novel section 3 students (15%) included “The Great Gatsby”, 2 students (10%) included “Harry Potter”, 2 students (10%) included “The Lord of the Rings”, 2 students (10%) included “Oliver Twist”, 1 student (5%) included “Frankenstein”, 1 student (5%) included “1984” and 1 student (5%) included “Dracula”. In the short stories section 1 student (5%) included “Tales of Mystery and Imagination” and in the drama section 5 students (25%) included “Romeo and Juliet”, 3 students (15%) included “Hamlet” and 2 students (10%) included “Othello”.

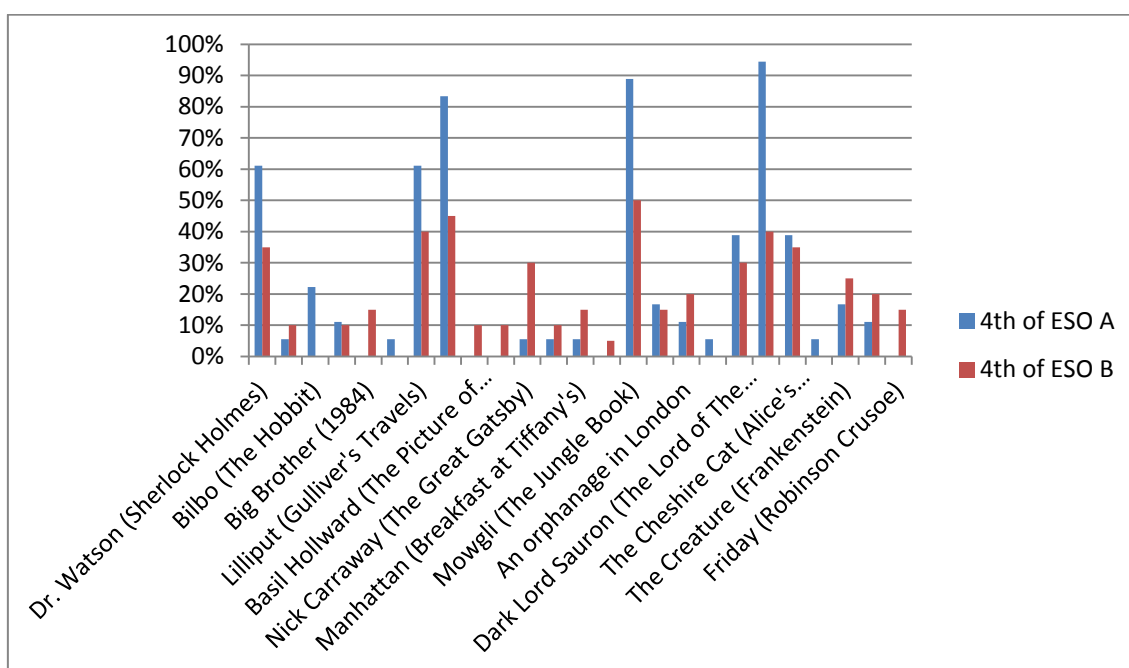


In the twelfth question “Can you classify the authors above according to their historical periods?” we have the following results. In class A, 2 students (11.11%) said William Shakespeare belonged to the 16th and 17th centuries, 1 student (5.55%) said Conan Doyle belonged to the 18th century, 1 student (5.55%) said Bram Stoker belonged to the 19th century, 2 (11.11%) students said J.K. Rowling belong to the 20th and 21st centuries and 1 student (5.55%) said J.R.R. Tolkien belonged to the 20th and 21st centuries. In class B, 2 students (10%) said William Shakespeare belonged to the 16th and 17th centuries, 2 students (10%) said Conan Doyle belonged to the 18th century, 1 student (5%) said Charles Dickens belonged to the 19th century, 2 students (10%) said J.K. Rowling belong to the 20th and 21st centuries and another 2 students (10%) said J.R.R. Tolkien belonged to the 20th and 21st centuries.



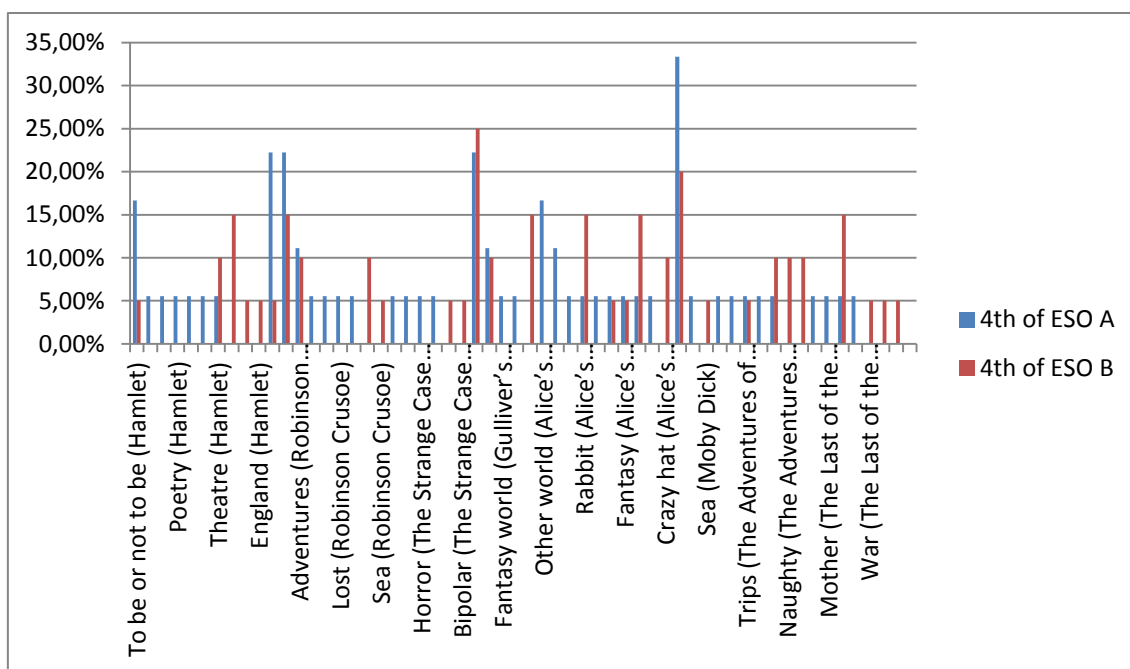
In the thirteenth question "Indicate the works where the following protagonists or place names appear:" I will only give the options that are correct. In class A, 11 students said Dr. Watson is from "Sherlock Holmes" (61.11%), 1 student said Desdemona is from "Othello" (5.55%), 4 students said Bilbo is from "The Hobbit" and 2 students said he is from "The Lord of the Rings" (11.11%), 11 students said Lilliput is from "Gulliver's Travels" (61.11%), 15 students said vampires are from "Dracula" (83.33%), 1 student said that Nick Carraway is from "The Great Gatsby" (5.55%), 1 student said that Uncas is from "The Last of the Mohicans" (5.55%), 1 student said Manhattan is from "Breakfast at Tiffany's" (5.55%), 16 students said Mowgli is from "The Jungle Book" (88.88%), 3 students said Captain Achab is from "Moby Dick" (16.66%), 2 students said an orphanage in London is from "Oliver Twist" (11.11%), 1 student said Mr. Rochester is from "Jane Eyre" (5.55%), 7 students said Dark Lord Sauron is from "The Lord of the Rings" (38.88%), 17 students said Hogwarts School of Witchcraft and Wizardry is from "Harry Potter" (94.44%), 7 students said the Cheshire Cat is from "Alice's Adventures in Wonderland" (38.88%), 1 student said Ophelia is from "Hamlet" (5.55%), 3 students said the Creature is from "Frankenstein" (16.66%) and 2 students said Verona is from "Rome and Juliet" (11.11%). In class B, 7 students said Dr. Watson is from "Sherlock Holmes" (35%), 2 students said Desdemona is from "Othello" (10%), 2 students said Bilbo is from "The Lord of the Rings" (10%), 3 students said Big Brother is from "1984" (15%), 8 students said Lilliput is from "Gulliver's Travels" (40%), 9 students said vampires are from "Dracula" (45%), 2 students said Basil Hallward is from "The Picture of Dorian Gray" (10%), 2 students said Piggy is from "The Lord of the Flies" (10%), 6 students said Nick Carraway is from "The Great

Gatsby" (30%), 2 students said Uncas is from "The Last of the Mohicans" (10%), 3 students said Manhattan is from "Breakfast at Tiffany's" (15%), 1 student said Mr. Scrooge is from "A Christmas Carol" (5%), 10 students said Mowgli is from "The Jungle Book" (50%), 3 students said Captain Achab is from "Moby Dick" (15%), 4 students said an orphanage in London is from "Oliver Twist" (20%), 6 students said Dark Lord Sauron is from "The Lord of the Rings" (30%), 8 students said Hogwarts School of Wizardry and Witchcrafts is from "Harry Potter" (40%), 7 students said The Cheshire Cat is from "Alice's Adventures in Wonderland" (35%), 5 students said the Creature is from "Frankenstein" (25%), 4 students said Verona is from "Romeo and Juliet" (20%) and 3 students said Friday is from "Robinson Crusoe" (15%).



In the fourteenth question "Write anything that comes to your mind in relation to the following literary works even if it is only one word (do not include author's name or the names of their protagonists):", in class A, for "Hamlet" 3 students wrote "to be or not to be" (16.66%), 1 student said "emotion" (ambiguous answer) (5.55%), another student said "dog" (an utterly incorrect answer) (5.55%), another student said "poetry" (ambiguous) (5.55%), another student said "adventure" (ambiguous) (5.55%), another student said "fighter" (5.55%) and another student said "theatre" (5.55%). For "Robinson Crusoe" 4 students said "desert island" (22.22%), another 4 students said "survivor" (22.22%), 2 students said "adventures" (11.11%), 1 student said "fantasy" (incorrect answer) (5.55%), another student said "fear" (5.55%), another student said "lost" (5.55%) and another student said "travel", which is (5.55%). For "The Strange Case of Dr. Jekyll and Mr. Hyde" 1 student said "monster" (5.55%), another student

said “change” (5.55%), another student said “horror” (5.55%) and another student said “movie” (a very “unliterary” answer, by the way) (5.55%). For “Gulliver’s Travels” 4 students wrote “giants” (22.22%), 2 students said “little” (11.11%), 1 student said “fantasy world” (5.55%) and another students said “dwarfs” (5.55%). For “Alice’s Adventures in Wonderland” 3 students wrote “another world” (16.66%), 2 students said “cartoons” (a very “unliterary” answer) (11.11%), 1 student wrote “questions without answers” (5.55%), another student said “rabbit” (5.55%), another student “dream” (5.55%), another student “imagination” (5.55%), another student “cat” (5.55%), another student said “fantasy” (5.55%) and another student said “queen” (5.55%). For “Moby Dick” 6 students wrote “whale” (33.33%) and 1 student said “boring” (sic) (5.55%). For “The Adventures of Tom Sawyer” 1 student wrote “friendship” (5.55%), another student said “lazy” (5.55%), another student said “trips” (5.55%), another student said “poor” (5.55%) and another student said “orphan” (5.55%). For “The Last of the Mohicans” 1 student said “murders” (ambiguous) (5.55%), another student said “mother” (ambiguous) (5.55%), another student said “Indians” (5.55%) and another student said “adventure”, (5.55%). For “The Great Gatsby” 1 student said “gangsters” (5.55%) and another student said “love” (5.55%). For “Uncle Tom’s Cabin” nobody answered. In class B, for “Hamlet” 3 students said “death” (15%), 2 students said “theatre” (10%), 1 student said “king” (5%), another student said “England” (5%) and another student said “to be or not to be” (5%). For “Robinson Crusoe” 3 students wrote “survivor” (15%), 2 students said “novel” (10%) and another 2 students said “adventures” (10%), 1 student said “sea” (5%) and another student said “desert island” (5%). For “The Strange Case of Dr. Jekyll and Mr. Hyde” 1 student said “scientist” (5%) and another student said “bipolar” (5%). For “Gulliver’s Travels” 5 students wrote “giants” (25%), 3 students said “Lilliput” (15%) and 2 students said “little people” (10%). For “Alice’s Adventures in Wonderland” 3 students wrote “cat” (15%), and another 3 students said “rabbit” (15%), 2 students said “crazy hat” (10%), 1 student said “fantasy” (5%) and another student said “imagination” (5%). For “Moby Dick” 4 students said “whale” (20%) and 1 student said “sea” (5%). For “The Adventures of Tom Sawyer” 2 students said “naughty” (10%), another 2 students said “orphan” (10%), another 2 said “adventure” (10%) and 1 student said “trips” (5%). For “The Last of the Mohicans” 3 students wrote “Indians” (15%), 2 students said “war” (10%), 1 student said “old woman” (I wonder why) (5%) and another student said “historical” (5%). For “The Great Gatsby” 2 students said “rich person” (10%), another 2 students said “waist” (meaning “waste”?) (10%), 1 student said “money” (5%) and another student said “power” (5%). For “Uncle Tom’s Cabin” nobody answered.



2.5. CONCLUSIONS

To finish this part of the project I will offer a general explanation/interpretation of the results of the entire survey as well as a step-by-step conclusion of the results, my personal (inevitably subjective) opinion, and some possible solutions for some of the problems I have found as far as the ESO students' knowledge of English and American literatures is concerned. I feel I must reiterate the fact that these results should not be taken as conclusive, as the field of the survey is only restricted to one school. The reliability of the results would benefit considerably if the field had been wider: several schools of the town/area, both the ESO and Bachillerato levels of a given school, all of the schools of a province, etc.

Starting with the general knowledge of English and American literatures in the school under study, the 3 E.S.O. students have achieved the lowest punctuation, a surprising situation as one would expect the younger students (i.e., 1 and 2 E.S.O.) to be less familiar with English/American literatures. 3-E.S.O. was followed in an ascending order by 1 E.S.O., 2 E.S.O. and 4 E.S.O. One may notice that as the students grow they know a little more about literature, exception be made of 3-E.S.O. Even though the results are not so high (around 50%), I was happily surprised as I learnt that that they know more English/American literatures than I had sincerely expected.

The most common source of information on literary works is another person (friend, relative, teacher, etc.), followed in importance by films or the TV for all the different levels of E.S.O. of this school. The rest of the options differ a little between

the different E.S.O. levels. In second place of importance as a source of information we find that the students use the Internet or graded readers as ways of getting to know some literary works and authors. By word of mouth is still a common way for spreading information on specific books. Parents should not be the only sources of information: relatives, family friends, teachers and/or tutors should encourage young students to read by recommending them literary works or by encouraging them to watch some film adaptations which can make them more interested in this topic.

Another interesting issue that can be perceived in this survey is that in all the E.S.O. levels under study students know the works of the 20th and the 21st century better than those from any other centuries. This is probably due to the fact that many of these works have had great commercial success or due to the fact that their adaptations from the books to the big screen have been successful enough. Graded readers are on the whole not particularly relevant as for the students' knowledge or familiarity of 20th and 21st-century literature as these works are rarely adapted or simplified for young learners of a foreign language for reasons of copyright. Most of the students know them, presumably because they have read them in Spanish or watched their film adaptations: "Harry Potter" and "The Hobbit" are the best examples. Nevertheless, there are also some literary works which are not contemporary and yet they are known by the E.S.O. students, as are the cases of "The Jungle Book", "Sherlock Holmes", "Robinson Crusoe" or "Alice's Adventures in Wonderland", or even "Romeo and Juliet". They are not doubt well known thanks to popular film adaptations, graded readers (these titles being often part of the publishers' catalogues) or due to the fact that the literary canon has converted them into children's or young adults' literary feasts (even though they were not originally written for a young readership), thus making them more accessible. Naturally, there are still a few students that, considering their young age, have an impressive literary culture and know about a lot of more works than the rest of their classmates. Unfortunately they constitute a minority, but also a source of hope. Almost all the E.S.O. students can recognize the characters or the places connected with most of the works mentioned in the questionnaire fairly easily, even though they may not have read them: at least they have heard about them, which is no small feat.

The classification of the works by genres was a total disaster, as a very high number of students did not answer this question, and those who did it, did it in most of the cases rather incorrectly. Having said this, there were still some students who classified some works correctly, but only in the novel section and a very low number of them managed to classify works in the drama or short stories sections, let alone in the poetry section.

Generally speaking, in the four E.S.O. levels of the school under study its students assured they read for pleasure and a part of them both for pleasure and by

obligation but, of course, there are also some students that only read by obligation. It is also clear that they prefer Spanish literature to foreign literature, for obvious reasons. Their favourite types of literature are adventure novels, mystery novels, romantic stories and horror novels and, apart from literature, they mainly read magazines and comics. A large number of students agreed that literature is important for learning a foreign language and the reasons they gave (when they did give them, which was not too frequently) were that you learn vocabulary and set phrases.

This survey is just a small part of a project that should be given to a larger number of students in this country and at different levels of their education. Nowadays, with the overpowering influence of the new technologies and the social networks, students are gradually less and less interested in books and in knowing literature.

Teachers and parents (and other relatives and friends) should be also aware of this problem as they are the first source of influence and guide for their children or students. Creating reading habits from a young age could be a good idea and the students could little by little learn to discover what type of literature or genre they like most. After all, the future of literature and culture –and indirectly of the country– depends on them.

3. DIDACTIC UNIT: HARRY POTTER, MAGIC IN YOUR CLASS

LEVEL: 2nd Grade of Compulsory Secondary Education (CSE)

1. JUSTIFICATION OF THIS DIDACTIC UNIT

This didactic unit is part of my final project for my Master's Degree in "The Teaching of Secondary Education, Post-obligatory Education, Professional-Technical Education and Modern Languages" (University of Jaén, Spain) titled "How Much do Secondary School Students Know about English Literature?".

The main purpose of this didactic unit is to allow my Secondary Education students to practise the five basic skills (listening, speaking, reading, writing and interaction) in their learning of English as a language as well as encourage their creativity and their capacity to relate ideas and produce new concepts; all of this along with one of the most important books and cinema phenomena in the last few years: Harry Potter's adventures.

2. INTRODUCTION

This didactic unit is faithful to the spirit and the contents for the English syllabus of the Second Grade Compulsory Secondary Education (CSE) in a Spanish Secondary School.

The students of the school belong to a middle-upper class. The group includes 30 students, 18 girls and 12 boys. The average level of the class is upper-beginner/pre-intermediate level, which corresponds to A2 of the CEFR. Since the students have been together for at least one year, they know each other well. The group does not have any problems in expressing their opinions or feelings. Besides, they are very talkative and not scared of ridicule or public failure. They are very motivated towards the subject of English and do not present any serious disciplinary problems, which helps to develop a familiar atmosphere in class. This contributes positively in their learning process and in their degree of active participation when it comes to performing the activities and tasks which will be proposed in this didactic unit.

The students are sitting in 3 rows and in pairs, having 10 students per row. The classroom is equipped with a computer, an over-head projector, loudspeakers, a digital whiteboard and internet connection.

3. CONTEXTUALIZATION

This didactic unit is faithful to the spirit and the contents for the English syllabus of the official curricula in a Spanish Secondary School located in Andalusia.

- Ministry of Education's Ley Orgánica de Educación 2/2006, 3 de mayo 2006.
- Andalusian government's Orden de 10 de agosto de 2007, in which the curriculum and the evaluation of the learning process corresponding to Secondary Compulsory Education in Andalusia are developed.

- Ministry of Education's Real Decreto 1631/2006 de 29 de diciembre, in which the curriculum corresponding to Compulsory Secondary Education is developed.
- Andalusian government's Orden de 17 de mayo de 2007, which modifies the Orden de 19 de agosto de 2007, about the evaluation of the learning process in Compulsory Secondary Education.
- Andalusian government's Orden de 25 de Julio de 2008, in which attention to the diversity of pupils enrolled in Andalusian Secondary state Schools is regulated.
- Ministry of Education's Ley Orgánica for the Improvement of Quality in Education 8/2013, 9 de noviembre 2013.
- Plan de Lectura y de Bibliotecas Escolares promoted by the Junta de Andalucía (23/1/2007).

Moreover, this project is in agreement with the Common European Framework of Reference for Languages (CEFRL). It defends the idea that national and regional literatures contribute to the European cultural heritage, which the Council of Europe regards as "a valuable common resource to be protected and developed" (2009:2).

4. TIMING

- This Didactic Unit is designed for the 2nd course of obligatory secondary education (ESO).
- Students are expected to feel comfortable working with activities requiring an A2 level according to the CEFRL.
- The Didactic Unit is designed for 4 sessions of 55 minutes each. There are 3 sessions per week. The Didactic Unit is to be implemented in 1 and a half weeks.

5. METHODOLOGY

- Language is a tool to use when talking and writing to and about others (communicative approach).

- Students should learn the language autonomously from their teacher and from the teacher's resources at their disposal.
- A foreign language is best learnt if used in class and in the largest variety of circumstances, situations and contexts possible.
- All four skills require the same attention and should be granted the same importance.
- The skill of polite and meaningful interaction (student-teacher, student-student) is thoroughly encouraged in all activities and tasks proposed.
- New technologies, if available, should form part of our curriculum.
- Task-based approach.
- Cooperative learning.
- Content and language integrated learning.
- The learning of grammar should be carried out inductively.

6. BASIC COMPETENCES TO BE LEARNT

BASIC COMPETENCES	
✓ Linguistic competence (1)	1 – 2- 3- 4- 5- 6- 7- 8- 9- 10- 11- 12- 13- 14- 15
✓ Mathematical competence (2)	15
✓ Knowledge and interaction with the physical world (3)	2 – 5- 12- 13
✓ Treatment of information and digital competence (4)	
✓ Social competence and citizenship (5)	7- 12- 13

✓ Cultural and artistic competence (6):	1 – 2- 3- 6- 8- 14- 15
✓ Learning to learn (7)	1 – 8- 10 – 11 - 12
✓ Autonomy and personal initiative (8)	1 – 3- 4- 8- 10 – 12- 15

6.1. RELEVANCE TO OBJECTIVES OF STAGE AND AREA

General Objectives of Stage of Obligatory Secondary Education (R.D. 2007) (summarised and adapted):

- a) Students should learn to put the values of a democratic society within the rules prescribed by the Spanish Constitution and human rights into practice.
- b) Students should develop in a mature way towards a responsible and autonomous behaviour and the building of a critical spirit in order to solve personal, family and social conflicts peacefully.
- c) Students should aim at the effective equality of rights and opportunities for men and women and reject any discrimination towards the disabled, the elderly and the underdeveloped.
- d) Students should try to reinforce reading, study and discipline habits in order to improve their personal advancement.
- e) Students should aim at mastering the oral and written expression of Spanish or any other official language of their Autonomous Community.
- f) Students should aim at being able to communicate fluently and correctly in one or more foreign languages.
- g) Students should learn how to use the new technologies of information and communication responsibly.
- h) Students should learn to be critical towards the realities of the contemporary world, its historical antecedents and the main traits of development.
- i) Students should learn the basic scientific and technological concepts of Science.

- j) Students should understand the main research procedures in science and learn to respect the environment.
- k) Students should be encouraged to practise and improve their sense of creativity, flexibility, initiative, team work, criticism and self-esteem.
- l) Students should develop an artistic, aesthetical and literary sensibility.
- m) Students should be aware of the importance of physical education and sports for their personal and social development.
- n) Students should learn to be respectful to the rules of traffic and social conventions.

General Objectives of the Area of Foreign Languages:

Students of English as a foreign language at the Obligatory Secondary Education stage should be able to develop the following capacities:

1. Value the importance of a foreign language as a means to learn about other cultures and as a means of communication and understanding in a multicultural world.
2. Develop strategies to improve the understanding of both oral and written texts.
3. Learn the socio-cultural features of the speakers of a foreign language so as to be able to improve the communication with them.
4. Understand both the general and the specific information of all types of texts.
5. Improve the knowledge of a foreign language in order to improve their quality of understanding and production.
6. Learn to improve the capacities for both oral and written communication gradually.
7. Learn to use the dictionary and other sources of information and strategies in order to improve a satisfactory learning process of a language.
8. Become familiar in a critical way with the main traits of the collective behaviour and customs of the speakers of a foreign language.
9. Be able to read and understand general texts in a foreign language.

Didactic Objectives	Stage Objectives		FL Objectives	Key Competences
To make communicative exchanges by using the expressions and vocabulary of the unit.	RD	D	1, 10	1, 7
	a, e	a		
To express what they like and dislike.	a, d,	a	1, 9	1
To use personality adjectives in order to describe and compare people or things.	a, c, d	a, b	1, 6, 9	1,7
To read/listen to/understand a text in order to complete the activities given.	b, e	b	1, 3	1,7
To stimulate the student's creativity through the Harry Potter activities proposed.	b, l	a, b	2	1,6,8

Block of contents	Basic competences	Objectives of stage		Objectives of area
1. Listening, speaking and interacting	1, 4, 5, 6, 7, 8	a, b, c, d, e, f, g, i, j		1, 2, 3, 5, 6, 7, 8, 9
2. Reading and writing	1, 4, 5, 6, 7, 8	a, b, e, f, g, i, j, l		1, 2, 3, 4, 6, 7, 8, 9
3. Knowledge of the language (linguistic contents and language awareness)	1, 4, 5, 6, 7, 8	a, b, c, d, e, f, g, i, l, j		1, 2, 3, 4, 5, 6, 7, 8, 9
4. Socio-cultural aspects	1, 4, 5, 6, 7, 8	a, b, c, d, e, g, i, j, l		1, 3, 4, 6, 7, 8, 9

6.2. AIMS FOR THIS DIDACTIC UNIT

In this didactic unit, students are expected to:

- Improve the skill of reading as part of a useful habit-taking activity for the development of their capacities of life-long-learning.
- Be critical and able to reflect on what they read, watch and listen to.
- Practise oral skills.
- Practise productive and receptive skills as much as possible.
- Learn to interact and cooperate for the improvement of the quality of their work.
- Learn new vocabulary.
- Learn new grammatical contents and revise other grammatical contents already studied in previous phases of their learning processes.
- Improve their research skills and autonomous learning capacities.
- Learn to be respectful towards different people and opinions.
- Develop a sense of solidarity and understanding towards the unfortunate members of society for reasons of unsocial inadaptability as a result of their lack of opportunities to fully develop their skills and capacities.

7. BLOCK OF CONTENTS

7.1. LISTENING, SPEAKING AND INTERACTING

Concepts	Procedures	Attitudes
• Basic spoken English and interaction formulae	• Watch a film • Get the gist of an oral text	• Listen to other classmates and the teacher's opinions respectfully. • Take turns speaking. • Watch a film in silence.

7.2. READING AND WRITING

Concepts	Procedures	Attitudes
• Read basic written English • Recognition and use of basic coherence and cohesion expressions	• Answer simple questions to check the student's comprehension of a written text • Write simple sentences expressing his/her likes and dislikes	• Learn to enjoy reading as a source of interesting and useful information. • Learn to enjoy reading as a source of pleasure.

7.3. KNOWLEDGE ABOUT THE LANGUAGE

Concepts	Procedures	Attitudes
• The Past Simple • Regular and irregular verbs • Adjectives • The Comparative	• Fill in gaps using the correct form • Correct mistakes in sentences • Learn grammar inductively • Make correct sentences	• Pay special attention to learning new vocabulary. • Pay attention to revision and learning of grammatical rules

7.4. SOCIO-CULTURAL ASPECTS AND INTERCULTURALITY

Concepts	Procedures	Attitudes
• Harry Potter • Polite formulae of	• Read excerpts from the novel	• Show respect to all foreign

interaction in English	• Watch trailers and films about Harry Potter	cultures. • Make the effort to understand different ways of looking at things and life.
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8. RESOURCES

- Digital whiteboard
- Overhead projector
- Loudspeakers
- Computer with internet connection
- Printed handouts
- Colour crayons (optional)

9. PREDICTING LEARNERS' DIFFICULTIES

Although I have previously stated that this Didactic Unit was aimed at A2 Spanish speakers of English as a foreign language, I could not help finding in the classrooms students with lower levels of English or with difficulties to acquire foreign languages. For this reason, many activities are accompanied with some language tips to guide these students in their linguistic performance. In addition, I have contemplated the possibility of including a variety of compulsory graded readers from which slower students would have to choose one to read with the purpose of making sure that the different level of each student is provided for.

As far as attention to diversity is concerned, I have included some easier activities for increasing the correct comprehension of the novel, most of which are aimed to reflecting on the self-esteem problems caused by mistreatment, bullying and marginalization due to physical deformities, ugliness or any other feature that may make some people different from others.

10. CROSS-CURRICULAR ISSUES

This didactic unit includes activities where the following cross-curricular issues are encouraged:

- Moral and Civic education: 14
- Consumers' education:
- Safety and traffic education:
- Education for Peace:
- Education for the equality of opportunities of women and men: 12 - 13
- Education for Health and Sexual Education: 12 -13
- Environmental education:
- Education for Europe:
- Promotion of the habit of reading ("Plan de lectura"): 6 - 14

11. DETAILED EXPLANATION OF ACTIVITIES

WC - Whole Class

GP - Group Work

PW - Pair Work

IW - Individual Work

SESSION 1 (55 MINUTES)

ACTIVITIES		Time
Activity 1.	Warm-up. Oral questions about Harry Potter books, films, favourite characters, least favourite characters. (WC)	10m.
Activity 2.	Watch and listen to the trailer of <i>Harry Potter and the Philosopher's Stone</i> and complete the transcript by filling in the gaps. (IW) [https://www.youtube.com/watch?v=o8zKrA5kbNE] Did you ever make anything happen? Anything you couldn't explain? You're a wizard, Harry. I'm a what? Dear Mr. Potter, We are pleased to inform you that you have been accepted to Hogwarts _____ of Witchcraft and Wizardry. In a few moments you will pass through these doors and join your _____. Keep an eye on the staircases, they like to change. Good afternoon class. Welcome to your first flying _____. Stick your right hand over the broom and say up. Wow! Mr. Longbottom! Mr. Longbottom, exactly where do you think you're going?! Do you really have that scar? Wicked! Mr. Potter, our new _____. First years should note that the dark forest is strictly forbidden, that no magic is to be used, between the _____ in the corridors. The third floor corridor is out of bounds to everyone who does not wish to suffer a most painful death.	15m.

Troll! In the dungeon!

Understand this Harry because it's very important. Not all wizards are good.

I'm going to bed before either of you come up with another clever idea to get us killed, or worse, _____.

She needs to sort out her priorities.

I think it is _____, that we can expect great things from you.

[Script:

Did you ever make anything happen?

Anything you couldn't explain?

You're a wizard, Harry. I'm a what?

Dear Mr. Potter,

We are pleased to inform you that you have been accepted to Hogwarts School of Witchcraft and Wizardry.

In a few moments you will pass through these doors and join your classmates.

Keep an eye on the staircases, they like to change.

Good afternoon class. Welcome to your first flying lesson. Stick your right hand over the broom and say up. Wow!

Mr. Longbottom! Mr. Longbottom, exactly where do you think you're going?!

Do you really have that scar? Wicked!

Mr. Potter, our new celebrity.

First years should note that the dark forest is strictly forbidden, that no magic is to be used, between the classes in the corridors. The third floor corridor is out of bounds to everyone who does not wish to suffer a most painful death.

Troll! In the dungeon!

Understand this Harry because it's very important. Not all wizards are good.

I'm going to bed before either of you come up with another clever idea to get us killed, or worse, expelled.

She needs to sort out her priorities.

I think it is clear, that we can expect great things from you.]

Activity 3.	What do you like/dislike? Choose from below. (IW) Butter beer, Fire whisky, Chocolate Frog, Bertie Bott's every flavour beans, Chocolate Cauldrons, No Melt Ice Cream, Moon Stone Cookies, Snakeweed Tea, Hogwarts, Azkaban Prison, Quidditch Pitch, Diagon Alley, Gringotts Wizarding Bank, Platform Nine and Three-Quarters. I like.... I love.... I'm keen on... I'm fond of... I fancy.... I don't like... I dislike... I can't stand... I hate.... I'm fed up with...	15m.
Activity 4.	What other things do you like or dislike? Write 3 things you like and 3 things you dislike using the expressions above. Tell your partner. (15') (IW/PW)	15m.

SESSION 2 (55 MINUTES)

ACTIVITIES						Time	
Activity 5.	Warm-up. Adjectives brainstorm. Describe objects, people, places, etc. (WC)					10m.	
Activity 6.	Match the following personality adjectives with the characters of Harry Potter’s books/films; you can use more than one. (IW)					15m.	
	HONEST	BRAVE	COWARD	SILLY	DARK		STRONG
	RELIABLE	LIKEABLE	INTELLIGENT	BOSSY	WITTY		LOYAL
	GREEDEY	SELFISH	ADVENTUROUS	PROUD	CONCEITED		MEAN
	KIND	HARD-WORKING	GENTLE	SAD	HOT-HEADED		
	Harry Potter:						
	Hermione Grange:						
	Ron Whisley:						
	Draco Malfoy:						
	Albus Dumbledore:						
Professor Snape:							
Lord Voldemort:							
Dobby:							
Hagrid:							

Activity 7.	Describe 5 more people that you know using the adjectives above (family, friends and classmates). (IW) Example: My mother is bossy. 1. 2. 3. 4. 5.	10m.
Activity 8.	Compare characters in activity 2 using these adjectives: (IW) (Previous revision of the comparatives.) TALL - SHORT - FUNNY - POPULAR - NICE – BEAUTIFUL – OLD - YOUNG Example: Albus Dumbledore is more intelligent than Professor Snape. 1 2 3 4 5 6 7 8	20m.

SESSION 3 (55 MINUTES)

ACTIVITIES		Time																							
Activity 9.	Warm-up. What did you do yesterday/last weekend? (WC) (Previous revision of the past simple tense.)	15m.																							
Activity 10.	Complete the table with the past simple form of these verbs. (IW) <table border="1"> <thead> <tr> <th></th><th>Infinitive</th><th>Past simple</th></tr> </thead> <tbody> <tr> <td rowspan="2">Be</td><td>Is</td><td>was</td></tr> <tr> <td>Are</td><td></td></tr> <tr> <td rowspan="7">Regular verbs</td><td>Decide</td><td>decided</td></tr> <tr> <td>Hate</td><td></td></tr> <tr> <td>Join</td><td></td></tr> <tr> <td>Like</td><td></td></tr> <tr> <td>Move</td><td></td></tr> <tr> <td>Show</td><td></td></tr> <tr> <td>Want</td><td></td></tr> </tbody> </table>		Infinitive	Past simple	Be	Is	was	Are		Regular verbs	Decide	decided	Hate		Join		Like		Move		Show		Want		10m.
	Infinitive	Past simple																							
Be	Is	was																							
	Are																								
Regular verbs	Decide	decided																							
	Hate																								
	Join																								
	Like																								
	Move																								
	Show																								
	Want																								

	Irregular verbs	Begin	began	
		Feel		
		Find		
		Get		
		Give		
		Meet		
		Win		
Activity 11.	Correct the past simple mistakes in each of these sentences. Compare your answers with your partner's. (IW) (GW) 1. I dranked some hot milk and went to bed. 2. We didn't liked the film. 3. Did you showed your friends the project? 4. My bike costed a lot of money. 5. I gived him a sandwich 6. Where went you last night?			10m.
Activity 12.	Make your own spells just like the ones that Harry and his friends learn at Hogwats. Make sure you think up some very good, ancient-sounding names!			20m.

	Vote for the best ones. (IW) (GW) (WC) Example: Produce light: LUMUS! Levitate an object: VINGARDIUM LEVIOSA! a. Do my homework for me: b. Tidy up my bedroom: c. Make a delicious chocolate cake: d. Take out the rubbish bin: e. Make my bed: f. Make my teacher stay in bed today: g. Bring me a cooked breakfast: h. Make me fly: i. Splat a custard cake in opponent's face: j. Tie opponent's shoe laces together: k. Give everybody the giggles: l. Make everyone (except me) freeze: m. Stick opponent's feet to the ground: n. (Add your own) o. (Add your own) p. (Add your own)	
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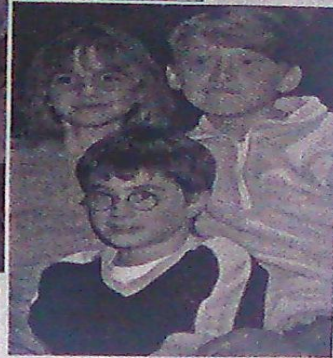
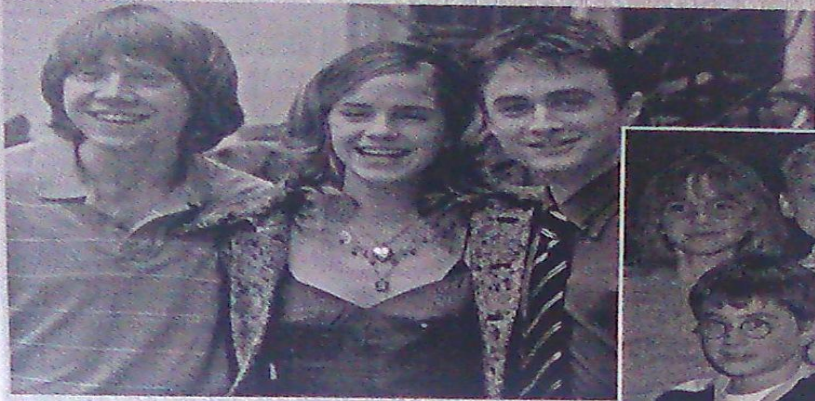
SESSION 4 (55 MINUTES)

ACTIVITIES		Time

Activity 13.	Warm-up. Personal questions. (family, friends, free time, etc.) (WC)	10m.
Activity 14.	Reading (IW)	25m.

Reading

Actors grow up!



Did you see the first Harry Potter film in 2001? Now, Harry, Hermione and Ron are growing up – and the actors are growing up too. Life became very different for the three young actors Dan Radcliffe, Emma Watson and Rupert Grint. Suddenly, they became famous. They started working with great film directors, and they met a lot of famous actors. They won prizes, and appeared on TV chat shows. They grew up in front of the cameras.

How was life for Dan, Emma, and Rupert before the Harry Potter films? Dan was born in 1989, and he went to school near London. He loved acting, and he got his first job in a television film in 2000. When Dan became Harry Potter he didn't have time to go to school, so he has a personal teacher. When he was young, Dan liked football and rock music. Now he plays the bass guitar. Rupert Grint was born in 1988. He's got three sisters, one brother and two dogs. Rupert didn't leave school when he started acting. He likes music, and he also plays the guitar. Before he acted in the Harry Potter films, Rupert was frightened of spiders!

Emma Watson was born near Oxford in 1990. She lived in France for five years with her parents and her brother. Later, she returned to England. Emma won a poetry prize when she was seven years old. She also enjoyed acting at school. Now, Emma studies English, history and art. She plays hockey and tennis too.

a. Read the text and complete the sentences with Dan, Rupert or Emma. (IW)

1. Rupert and _____ have got one brother.
2. _____ and _____ play the guitar.
3. _____ and _____ don't study art.

b. Read the text again. Write true or false after the sentences. Turn the false sentences into true sentences. (IW)

Dan and Rupert grew up in England. _____

Dan was born in 1990. _____

Rupert has got five brothers and sisters. _____

When he was young, Rupert didn't like spiders. _____

Emma won a music prize at school. _____

Emma enjoys sport. _____

c. Answer the following questions. (IW)

When was the first Harry Potter film made?

How did life become different for the actors?

What was Dan's first job?

Did Dan stay at school when he became Harry Potter?

When was Rupert born?

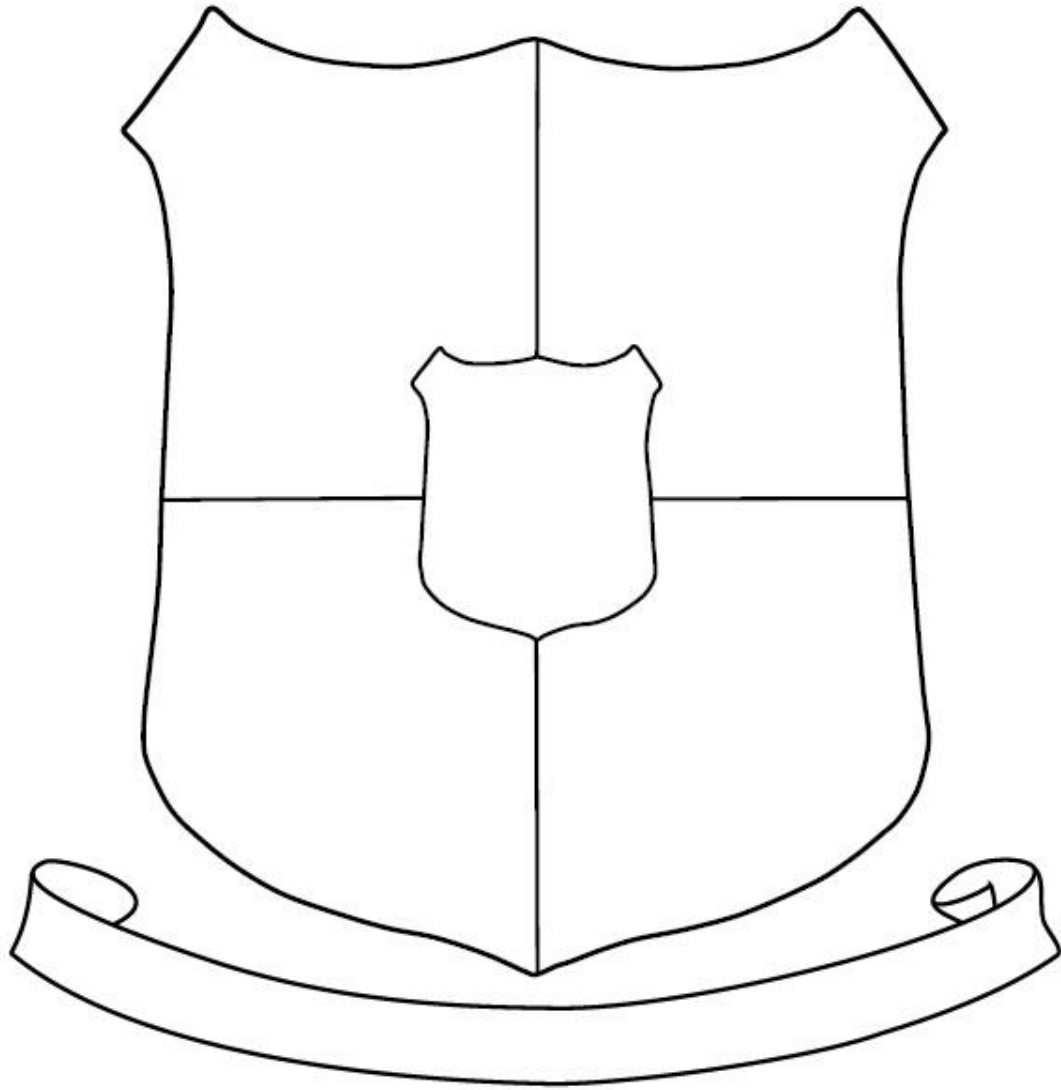
Where did Emma live when she was young?

d. Rewrite the following sentences. Use the words in the brackets. (IW)

Example: Emma Watson plays hockey. She plays tennis. (too)

Emma Watson plays hockey. She plays tennis too.

	Dan Radcliff became famous. He acted in the Harry Potter film. (because) Emma Watson won a poetry prize. She won a prize for acting. (also) Rupert Grint likes art. He likes music. (too) Dan Radcliff wanted to play rock music. He bought a guitar. (so) e. Complete the text. Use information about you. (IW) My autobiography I was born in _____ on _____. I grew up in _____, and I started school when I was _____ years old. My first teacher was _____. When I was little, I loved _____. I also liked _____. I didn't like _____ because _____. When I was _____, I left primary school. I came to this school in _____.	
Activity 16.	Design you own crest, then describe it to your partner. (IW/PW)	20m.



11. EVALUATION

11.1. EVALUATION TOOLS

CLASSROOM WORK AND PARTICIPATION (60%)	20 %	20 %	20 %
	Quality of the student's written work	Quality of the student's oral output	Quality of the student's interaction with his/her peers and teacher
DAILY OBSERVATION OF STUDENT'S WORK (40%)	20 %	20 %	
	Positive attitude towards learning and practising English	Willingness for collaboration in group work	

11.2. EVALUATION CRITERIA

LISTENING, SPEAKING AND INTERACTING

Concepts	Procedures	Attitudes
1 Understand basic information from a film 2 Speak free but reasoned opinions 3 Speak in English with comprehensible pronunciation	4 Listen to and watch films 5 Obtain interesting information from oral sources	6 Active participation in pair work and group work (preferably in English) 7 Respect for turn-taking in speaking and giving opinions

READING AND WRITING

Concepts	Procedures	Attitudes
8 Make a summary	10 Practise the skills	11 Be aware of the

with main ideas 9 Understand the gist of a text and some details of it	of intensive and extensive reading	importance of a written text as a source of information 12 Be aware of the need to read for pleasure and as a source of information
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KNOWLEDGE ABOUT THE LANGUAGE

Concepts	Procedures	Attitudes
13 Learn and revise the past simple tense 14 Learn and revise the past form of the most frequent regular and irregular verbs 15 Learn and revise the use of adjectives and their comparative forms	16 Look up new vocabulary in reference books (dictionaries, encyclopaedias, etc)	17 Value the importance of constant revision in the advancement of the learning of a language 18 Value the need of increasing the amount of known vocabulary

SOCIO-CULTURAL ASPECTS AND INTERCULTURALITY

Concepts	Procedures	Attitudes
19 Learn about one of the most famous English novels of the 20 th century: Harry Potter	20 Listen to teacher's explanations attentively and respectfully	21 Show interest and respect towards other people's feelings and identities

11.3. INDIVIDUAL STUDENT'S EVALUATION SHEET

(For the teacher's use)

DIDACTIC UNIT	STUDENT'S NAME										
VALUATION CRITERIA		SESSIONS: _____									
Criteria are marked from 1 (the lowest) to 10 (the highest)		1	2	3	4	5	6	7	8	9	10
Reading											
Writing											
Speaking and pronunciation											
Listening											
Participates? / Makes an effort?											
Unjustified class absences											
Cooperates with classmates?											
Experiments with language?											
Shows respect to other students?											
Shows respect to other cultures?											

11.4. RECOVERY STRATEGIES

Students that do not reach the minimum requirements stated in this didactic unit will be monitored through daily observation and other means such as the following:

- Individual extra worksheets or remedial work.
- A batch of revision exercises.
- Proven interest in the subject and evident effort to improve him/herself.
- Level of participation in the class dynamics.
- Respect for other classmates' work.
- Computer-selected activities provided by the teacher according to individual flaws and deficiencies.
- Communication with parents or legal tutors will play an important role in the process of individual assessment.
- Written examination(s) in June and/or September.

11.5. SPECIAL ATTENTION TO STUDENTS WITH SPECIAL NEEDS

When referring to diversity in the classroom we must design some activities for the advanced students and some other activities for those who cannot sometimes follow the pace of the class. In this didactic unit, fast finishers will help the students that may find some difficulties in doing the activities proposed. This increases the advanced students' self-esteem and at the same time helps the students that need special attention.

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