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**TEACHING ENGLISH THROUGH
LITERATURE: USING *TO KILL A
MOCKINGBIRD* TO CONSOLIDATE READING
SKILLS IN THE EFL CLASSROOM.**

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1. INTRODUCTION

Nowadays, the term Global English is increasingly used as English is becoming a world language. It means that English is not only spoken by native speakers, but also internationally by non-native speakers from various countries around the world (Jenkins, 2002). Thus, English has become a necessary language for everyone, not only in its oral form, but also written.

From a pedagogical perspective, Global English entails a change in perspectives and teaching practices (Méndez, 2016-7: 1). Students must improve their language skills to confront the world we live in, where mastering English is of utmost importance for example, to get a degree, find a good job, travel around the world without communication problems, and so on. However, in the case of the reading skill, students in the 4th year of Secondary Education are under the required level at this stage according to the Common European Framework of Reference for Languages (Council of Europe, CEFR 33), as they are unable to read a short passage and understand what they have read. Although the students at this year have been learning English for ten years, they have not been taught how to deal with texts properly. The problem arises from the method used to teach this skill, since for many years the grammar-translation method has ruled the teaching-learning process and the reading skill has been taught by using texts which did not reflect real examples of writing. Besides, the lack of interest and motivation on the part of the students has contributed to the teachers' (at times) fruitless effort at teaching this skill.

Taking this into consideration, I have decided to base my project on three main areas: the development of the reading skill, motivation in young learners, and literature as a way to teach English. Moreover, I am going to evaluate an English coursebook for students in the 4th year of Secondary Education in order to analyze how the reading skill is worked on it. Finally, I am going to include an example of how to work this skill with tasks and activities designed to promote a participatory, communicative, active and motivational approach. The activities will also foster co-operative and peer work with the purpose of making the teaching-learning process more attractive to students, what will help them become more autonomous and independent, take responsibility for their work, and have more opportunities to communicate in the foreign language. The activities will focus on encouraging students to read the book by themselves, improving their vocabulary, grammar and culture on their own, instead of on the active role of the teachers, who only act as facilitators giving support and, motivating the students to participate. Hence, effective content learning is applied through creative thinking,

problem-solving and cognitive challenge (Coyle, Hood and Marsh, 2010). The ultimate goal is to assist students in becoming competent users of the foreign language.

In order to be successful in the designing of these materials, I have chosen an inspiring book by Harper Lee, *To Kill a Mockingbird* (1960). As McKay states (McKay, 1982: 531), “the key to success in using literature in ESL class seems to me to rest in the literary works that are selected”. Having checked all the possibilities the book offers, we can consider *To Kill a Mockingbird* a useful tool to encourage students’ reading skill and motivate them to learn English through literature.

1.1. Justification

The decision to focus this study on how to teach English through literature and the best way to consolidate the reading skill in students in the 4th year of Secondary Education was based on the author’s passion for reading and her ten years of experience working with students who get bored and frustrated when reading any type of text. From the point of view of an adult, and as a teacher, it is crucial to instil in our students a passion for reading and show them how a book may have a high impact on them. It is well known that depending on the age and personal circumstances of the reader at the moment of reading a particular book, the impact may be different. Thus, it is my aim to prove the differences in perception and comprehension of students, as well as the changes in them after reading certain books, considering their origins and their psychological and social backgrounds. That is why I have chosen *To Kill a Mockingbird* since this book gave me a pleasant surprise when I found out the diversity of themes addressed in the novel, being the most important one the main character’s loss of innocence and coming of age, a relevant topic for students in the 4th year of Secondary Education.

Nowadays, our students are so interested in playing video games and using new technologies that they do not really know what reading a book is, since for them it is an old-fashioned practice and a waste of time. Due to the fact that they have everything at hand, they do not value simple things as reading a good book. As a result, they consider learning English through reading a literary text a very tedious task, as it implies striving for understanding the text, looking many words up in a dictionary to find their meaning, trying to see the sense in a text and what the author’s intention is, and being able to read different types of texts in different ways depending on their purpose. All these aspects (combined with the lack of motivation) end up on having a generation who every now and then end up dropping out

English. For this reason, teachers have to change the way they teach English so that it becomes appealing for our students, making them feel the need to learn the language; they have to see the English subject as a vehicle to communicate with other people, more than a subject to learn grammar and vocabulary. Moreover, students must be placed in the centre of the teaching-learning process, taking an active role in the lessons with the aim of developing their communicative competence in the foreign language.

To sum up, I have chosen these topics for my project as I consider reading a necessary skill for our students. First of all, reading comprehension is one of the skills they will have to face in the University access exam, so it is important for them to master it; secondly, by means of reading literary texts students will focus on authentic materials which will help them become competent language users.

As this project has not been put into practice, further investigation is needed to test its effectiveness. So, first, it is essential to prove that it is useful to teach English through literature. In order to do that, the following section will be devoted to study some researches carried out in this field with the aim of following their guidelines. Moreover, investigating the way coursebooks deal with the development of the reading skill is a good way to take ideas for this project with a view to improve it in a near future.

1.2. Objectives

This project studies how English can be taught through literature and how to consolidate the reading skill by including an example based on the novel written by Harper Lee, *To Kill a Mockingbird* (1960). Thus, according to the main topic of this project, I will focus my study on the following objectives:

- To show the antecedents of how literature can be used in the English classroom.
- To study the advantages of teaching literature in language teaching.
- To state strategies to develop students' reading skills by means of materials based on literature.
- To justify the importance for students to improve their reading skills.
- To motivate students teaching literature and instil in them a passion for reading.
- To analyze how the reading skill is incorporated in an English coursebook in the 4th year of Secondary Education.
- To offer motivational ways of using literary text in language teaching.

2. LITERATURE REVIEW

The role of literature has been an important part of many foreign language teaching approaches. But, what is literature? According to McRae (1991), even when this view might be a bit old fashioned today, there are two types of literature: Literature with a capital “L”, which makes reference to the classical works of authors such as Dickens or Shakespeare, and literature with a small “l”, which alludes to fables or popular fiction. Nowadays, the literary texts used in the classrooms include abridged versions of works by famous writers adapted to the students’ level and age. Let us go back to the past to learn the historical evolution of the role of literature in second language teaching approaches.

In the Grammar-Translation method literary texts were central; they were translated and memorized since they were considered to represent models of good language use, illustrating “the grammatical rules of the language” (Duff & Maley, 1990: 3), which were acquired by means of indirect and direct translations. Later on, the structural approaches disregarded the use of literary texts in the classroom as they were related to old methods. In the 1970s, language teaching was based on a communicative approach which stressed the importance of communicative activities, allowing students to deal with common situations; it focused on the functional use of the language (Canale and Swain, 1980: 29-31). As a result, literature was also eliminated from this approach because literary texts were not considered authentic language samples, and they were never used for communicative activities. Thus, students were only able to use referential language; that is to say, “language which communicates on only one level, usually in terms of information being sought or given, or of a social situation being handled” (McRae, 1991: 3). They could only communicate “in carefully circumscribed environmental contexts” (McRae, 1991: 6) and, as there was no way for imagination or self-response, “the fifth skill, thinking in English” (McRae, 1991: 5) could not be developed. This is the skill students need to interpret and understand texts on the one hand, and to develop their language awareness on the other hand. And, here is where the use of literature started to revive, as it provided students the opportunity to develop their fifth skill by means of motivational materials. As McRae states (1991: 6), students should be exposed to “ideational or representational materials” which promote their imagination, making them think by themselves, and improve their fluency and language awareness. Then, in the middle of the 1980s, the role of literature in the FL classroom was re-established and literary texts were seen as valuable motivational resources for students to develop their communicative skills by means of authentic language samples which “do not constitute a particular type of

language in itself, but that they may reveal a higher incidence of certain kinds of linguistic features” (Lazar, 1993: 7), since a “literary text is almost the only context where different varieties of language can be mixed and still admitted” (Brumfit and Carter, 1986: 8). As Carter & Long (1991) assured in the 1990s, “literature can be a special resource for personal development and growth which offers many of the most valuable exercises of language learning to be based on material capable of stimulating greater interest and involvement” (Carter & Long, 1991: 3). Thus, in the twenty-first century literature has started to be seen as a potential tool for language development (Hall, 2005), and it occupies a leading role among language teaching materials in many classrooms since, by reading literary texts, students also become more aware of the world they live in (McRae, 1991: 10). Therefore, the use of literature in second language teaching is becoming a fast-growing trend, although many schools are still unwilling to use literary texts in their syllabus.

In contrast to this, although literature is mainly seen as a beneficial resource for teaching English, there are some authors who claim that using literature in language teaching presents some drawbacks. For instance, Savvidou (2004) and McKay (1982) point out the fact that literature does not help to teach grammar, which is considered one of the main purposes in language teaching, as the syntactic structures used in literary texts are really complex and unique, quite different from the ones used in Standard English. Moreover, Robson (1989) mentions that literary texts do “little or nothing to help students become competent users of the target language” (Robson, 1989: 25), due to their lexical difficulty and outdated vocabulary. Carter & Long (1991) also discuss the complexity of selecting the appropriate literary materials, since there is a variety of factors to bear in mind; factors such as the students’ level, age and background, on the one hand, and the text’s author, genre and period, on the other, which make the election of a literary text a complicated task for teachers, as the list of resources available is very limited. Another disadvantage is presented by the lack of literary conventions students possess at certain stage (Maley, 1989); this complicates the understanding of a text, leading to the students’ frustration and discouragement. Furthermore, along with Maley (1989), McKay (1982) states that literature does not help students reach their academic needs, as it has nothing to do with students’ educational goals. Finally, the last argument is also offered by McKay (1982), who considers the excessive amount of cultural viewpoints in literary texts a problem for teachers, since there are cultural aspects which are irrelevant at some stages, and for students, as they do not have enough cultural background to deal with some texts.

Even though there are many arguments against the use of literature in second language teaching, it has become such an important resource that even the Common European Framework of References for Languages (CEFR) suggested that literary texts should have a role in the classroom (Council of Europe, CEFR, 27). Furthermore, due to its growing significance, authors like Carter & Long (1991), and Maley (1989), among others, created models and approaches to teach literature. On the one hand, Carter & Long developed three models which are, *the cultural model*, *the language-based approach* and *the personal growth model* (Carter & Long, 1991: 2):

- **The Cultural Model** encourages students to learn about the cultural, ideological, political, historical, social and literary context of a text. It focuses on helping students understand and appreciate cultures and ideologies different from their own.
- **The Language-Based Approach** focuses on specific linguistic features and so, the activities teachers create serve linguistic and language goals; activities such as summary writing, filling in the gaps and, grammar and vocabulary activities.
- **The Personal Growth Model** is a combination of the previous approaches whose aim is to focus on the cultural context of the text as well as on the use of the language. It encourages students to become more autonomous, expressing their own opinions and feelings about the text, and connecting their experiences to those in the text. Thus, students are able to construct a meaningful connection with the text.

On the other hand, Maley elaborated two approaches, *the critical literary approach* and *the stylistic approach* (Maley, 1989: 11):

- **The critical literary approach** pays attention to literary features such as the characterization, plot, background, and so on. This approach's weak point is that students' level has to be intermediate or above and, they have to know all the literary conventions first to be able to deal with these aspects.
- **The stylistic approach** is based on the use of literature as a text; that is why it is similar to Carter & Long's *language-based model*, because it also uses literature for language development.

As these approaches to teach literature differ in the way they focus on the literary texts, a new approach is needed, one which integrates elements from all these approaches, making the literary texts beneficial for the students' linguistic development. We are talking

about an integrated approach which, as Duff and Maley suggest, should include *linguistic* (students learn different linguistic and language structures), *methodological* (introducing students to the process of reading) and *motivational* (students appreciate and enjoy reading literary texts) elements (Duff & Maley, 1990).

3. REASONS TO TEACH ENGLISH AS A FOREIGN LANGUAGE THROUGH LITERATURE

This section is aimed at showing how literary texts can be used to improve English and language teaching, and develop students' reading skills in the foreign language classroom. When we talk about literary texts, we refer to graded readers; that is, authentic texts adapted to the students' age and level.

From my experience, I consider literature as one of the best ways to learn a language since students are able to expand their vocabulary, learn a variety of structures and linguistic features, consolidate their language skills (especially reading), and know different cultural aspects by means of authentic and motivational materials which stimulate them and increase their critical thinking. As they are exposed to authentic language used in real contexts, their communicative competence is also fostered, something they lack when following the grammar-translation or presentation-practice-production method, as these two methods are based on an "artificial" way of teaching English.

3.1. The advantageous use of literature in language teaching

Using literature to teach English as a foreign language is beneficial for students for several reasons; for example, it helps students practise the four language skills (reading, writing, listening and speaking) as well as many other linguistic and language features.

To begin with, literary texts offer a wide variety of linguistic forms, grammatical structures and vocabulary. Literary texts are authentic language samples which combine different styles and registers so that students can strengthen their communicative competence in writing and oral skills, and thus, improving their linguistic ability. Through literary texts, students are exposed to a wide variety of language uses, communicative and discourse functions, linguistic forms, and meanings, which help them become more proficient in English and enrich their skills.

Apart from the linguistic advantage, literature leads to cultural enrichment, which endows students with the attitudes, skills and knowledge to deal with otherness. Through literature, students can learn about other cultures and countries, which brings positive attitudes towards others and helps them understand human interactions, the importance of cultural patterns, cultural diversity, cultural awareness, and the individual's cultural, ethnic and national identity (Fang, 2011: 117). Moreover, knowing other cultures different to their own is also necessary to understand others, become more tolerant and, develop an intercultural competence and awareness.

On the other hand, literary texts are also motivational materials as they stimulate the students' imagination, exposing them to complex dilemmas and encouraging them to express their feelings and emotions. Furthermore, they increase their critical thinking since students are able to relate the characters' experiences and responses to theirs, judging them and giving their own opinions. Thus, students can feel identified with the characters, comparing their personal experiences to those of the characters, what leads to a personal involvement on the part of the students who will feel the need to express their points of view and feelings.

Last but not least, literary works are full of themes which are open to discussion so that students are able to interact with them by expressing their opinions. This aspect is fundamental for students to improve their communicative competence and acquire a fluently level of English, since acquiring the language this way "requires meaningful interaction in the target language – natural communication" (Krashen, 1981: 1). Therefore, students practice the language in real contexts, which aims at helping them communicate, being easily understood, and become competent users of the foreign language.

In order to take full advantage of literary texts in language teaching, it is important to choose a text that suits our students' needs and interest. For that, there are various considerations we have to take into account. According to Christine Nuttall (1996: Chapter 10), there are three main criteria for selecting texts: suitability of content, readability and exploitability. The first criterion is the most important one, and makes reference to the fact that the literary text should be interesting for the students and meet their expectations. Regarding the second criterion, readability, the literary text should also be appropriate for the students' level of English in terms of grammar and lexis. Finally, concerning exploitability, the text should develop the students' reading competence, helping them become independent readers.

Apart from these three criteria, Nuttall also mentions the importance of authenticity as authentic texts provide students with real discourse features, what makes the texts more motivating for students (Nuttall, 1996: Chapter 10) .

Fortunately, EFL teachers count on a great variety of graded readers for students of English as a foreign language, literary texts of various subjects and genres whose grammar and lexis are adapted to different levels without losing their authenticity. Thus, students face “authentic” texts which they can understand, what leads to their motivation and helps them develop their reading competence as well.

3.2. The development of reading skills in the English classroom

As Harmer, J. states (1998: 68), “there are different reasons why getting students to read English texts is an important part of the teacher’s job”. Reading is a good way for students to improve their English in terms of vocabulary, grammar and punctuation; and thus, EFL teachers should encourage students to practise and improve their reading skills by teaching them how to work at different levels with a variety of texts so that they get engaged with the texts. As for the levels, there are three levels of understanding a text at which students must learn to read: literal, what the words literally say; inferential, what the author means by the text; and personal or evaluative, what the students infer from the text (Herber, 1970: 37). Once students are able to read at these three levels, they become confident and efficient readers.

With a view to improve their reading skills, there are some techniques students can make use of, and it is the teachers’ duty to train students in how to make use of them. One of the main problems students face when reading a text in a foreign language is that, as they do not understand some words, they get frustrated and discouraged having to stop to look the words up in a dictionary. For this reason, first of all teachers must show their students how to develop their skill of inference; that is to say, when they do not know the meaning of some expressions or words, instead of looking them up in the dictionary they should guess them by using the logical, cultural or syntactical clues the text offers them. Secondly, they must teach them to understand the text as a whole and create textual cohesion by means of connectors and references. Finally, teachers must help students improve their reading speed so that they do not get bored and learn to read every single text at an appropriate speed for them to understand what they are reading without absorbing information which is not essential for their purpose.

For students to get the most out of a text, it is important to use authentic materials to allow them to see examples of authentic language use in context. In this sense, there will be an authentic interaction between the students and the text itself, what will entail an authentic response. Therefore, students will be able to learn different language strategies and structures, lexical and literary devices, and linguistic rules, by means of focusing on authentic examples in real contexts.

3.3. The role of motivation in the EFL classroom

The role of motivation in the EFL classroom is determining for successful language learning. Motivation is defined by psychologists as an inherent process which indicates people's persistence to carry out certain tasks or achieve specific goals encouraged by their needs or intentions. This section is devoted to explain the importance of motivation in the teaching-learning process, along with the types of motivation and strategies teachers can apply in the classroom to keep students motivated.

3.3.1. Introduction

According to Gardner (1985) and Dörnyei (2009) motivation is one of the most important factors in language learning. Thus, for the teaching-learning process to be successful, there must be a "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985: 10). As we can see at schools, students who are unmotivated are unable to achieve their goals as they do not have any incentive to do so; they feel they are wasting their time and appear bored and unwilling to learn. That is why the motivation of students is essential in second language learning and it is the teachers' duty to encourage them to learn as well as help them develop a feeling of success.

3.3.2. Intrinsic and extrinsic motivation

Intrinsic and extrinsic motivation occupies an important position in language learning. The former is defined as "the natural human propensity to learn and assimilate" while the latter is associated to "external control or true self-regulation" (Ryan and Deci, 2000: 54); that is to say, there is an external reward. Our role as teachers is to promote intrinsic motivation on

the part of the students as it “results in high-quality learning and creativity” (Ryan and Deci, 2000: 55). By giving students control of their own learning process, teachers stimulate their intrinsic motivation since students can be aware of their own progress and feel satisfied with it. However, due to the types of tasks students are used to, which are neither enjoyable nor interesting for them, teachers must also foster extrinsic motivation, encouraging students to do the activities and rewarding them when doing so.

3.3.3. Integrative and instrumental motivation

Gardner and Lambert (1972) are the authors responsible for dividing motivation into integrative motivation, when people learn a language to integrate themselves into other language groups; and, instrumental motivation, when people acquire a language in order to achieve goals; for example, getting a job. Although both types of motivations are considered important as they depend on the students’ orientations and goals in learning a foreign language, and both motivations can be carried out at the same time, integrative motivation is considered essential since it “typically underlies successful acquisition of a wide range of registers and a native like pronunciation” (Finegan, 1999: 568).

3.3.4. Why is motivation important in foreign language learning?

Motivation is one of the factors that helps students be successful in acquiring a second language as it is seen as the main force that sustains the tedious process of learning a foreign language (Dörnyei and Ehrman, 1998). Learning a second language is a long-term task and motivation is determining to accomplish it. Apart from the students’ self-motivation, there is another aspect we have to take into account, “the motivational influence of the students’ learning environment” (Dörnyei, 2014: 521), which has to do with the students’ previous language experience and directly affects their language attitudes. Thus, we have to put some emphasis on the context in which students learn the second language as high levels of language attitudes have a positive influence on students’ motivation, resulting in the successful acquisition of a second language. In other words, the motivation to learn a foreign language is not only emphasized by internal factors, but also by external ones. When a student is motivated to learn a second language, he makes an effort to get personally involved in the learning process, interacting and participating actively in the classroom.

3.3.5. *Classroom tips*

In order to maintain students motivated, as students less able to learn can successfully acquire a second language if they are highly motivated (more than an unmotivated intelligent student), there are some strategies teachers can make use of:

- First, it is important to create a good atmosphere within the classroom; students need to feel that they can interact with the rest of the students and the teacher without problems.
- The role of the teacher is of utmost importance as she must be able to facilitate an effective learning process so that she helps students achieve their goals in language learning.
- The approach used by the teacher must be a student-centred approach in which students control their own learning process, being able to check their progress.
- In respect to the methodology employed, it must promote active participation on the part of the students in an enjoyable and motivating way.
- The teacher will ensure that the students have a clear idea of how much they have learnt and a feeling that they are making progress.
- Teachers will choose group work and pair work that give the students more space and personal control.
- Tasks will involve a personal response, and teachers will value it by giving positive feedback.
- Teachers will share decisions about different classroom aspects with the students; for example, homework, exams' dates, and so on.
- Teachers will ask for students' suggestions to enhance the teaching-learning process; for example, tasks they would like to do, skills they need to practice more, tasks they find more attractive, and so on.
- Finally, the materials used in the classroom must be relevant and attractive to the students. As this project will show in the following sections, tasks and activities based on literary texts improve students' reading skills and motivate them as well.

As we can see, there are plenty of strategies teachers can use to foster students' motivation; it is only a matter of knowing which ones suit your students' needs best and carry them out in the classroom.

4. ANALYSIS OF READING ACTIVITIES AND TASKS IN AN ENGLISH COURSEBOOK

In order to evaluate how and to what extent some coursebooks incorporate the reading skill into their components (teacher's manual, student's book, workbook and web-resources), we are going to analyze an English coursebook designed for a group of students in the 4th year of Compulsory Secondary Education who do not receive bilingual education. The coursebook chosen is *Way to English ESO 4* by Linda Marks and Emily Devlin, published by Burlington Books in 2016, which is in use in the Secondary School where I am working this year. The density and length of the units are appropriate for the level and contents cover as they include a variety of activities to practice all the components as well as the four language skills.

According to the authors:

Way to English for ESO 4 offers your students an integrated step-by-step approach to real-life communication. The course presents a solid vocabulary and extended grammar syllabus and emphasises the importance of real language production developing all the productive skills so students can express themselves competently in English. In addition, the course integrates cross-curricular and cultural content in a natural way (Marks and Devlin, 2016: iv).

This book aims at helping students use the language confidently as social actors to complete real-life tasks, and create tasks which are relevant, authentic and suitable for the development of their communicative competence. The book pays special attention to communicative tasks and the use of the language in different sociocultural contexts so that students use it for communicative purposes making them face real life situations outside the classroom and practising the language in different contexts, what also helps them achieve an intercultural understanding. Thus, the ultimate goal of this book is for students to acquire communicative competence.

4.1. Student's Book

The student's book consists of nine units. Every unit is divided into *Vocabulary*, which introduces new vocabulary; *Grammar*, which focuses on grammar; *Reading*, which includes a text and comprehension questions; *Listening*, *Speaking* and *Pronunciation*, which promote their improvement and effective communication; *Writing*, which provides activities to practise this skill; *Culture and CLIL*, which consists of texts and questions to know more about different cultural aspects or texts which are related to other subjects such as Music or

Sports; *Way to English*, which shows students functional language to interact in different situations; and *Language Summary*, which sums up all the most important contents in the unit (vocabulary and grammar). Apart from these sections, every three sections we can find a special section called *Review* which includes an excerpt from a literary text and some comprehension activities.

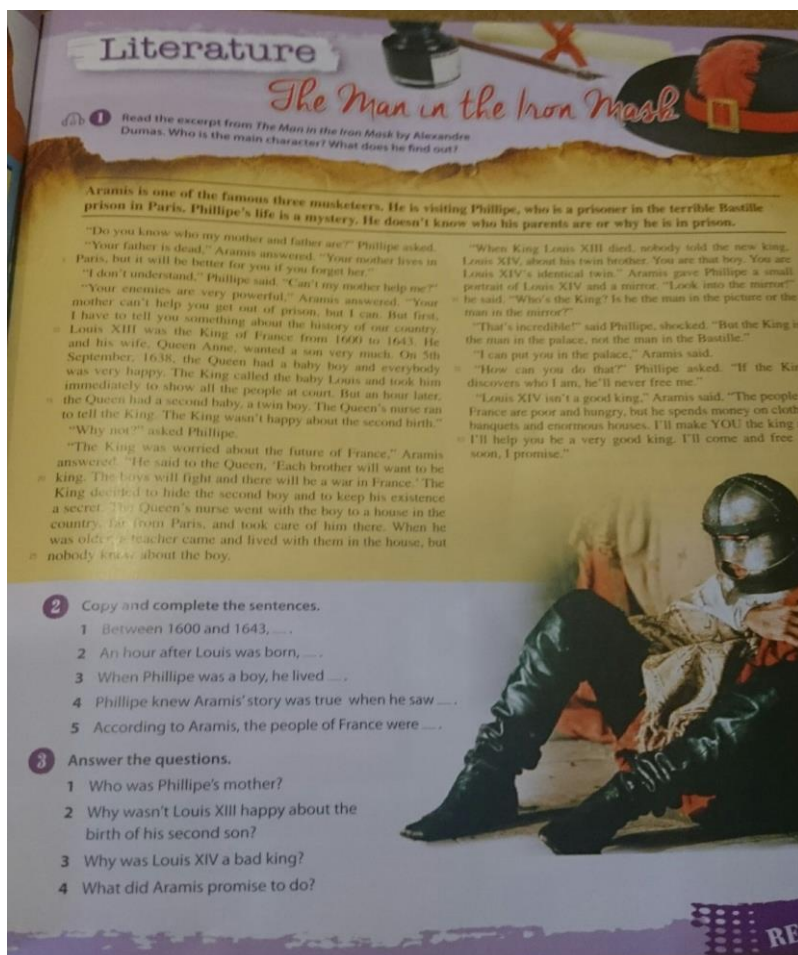


Figure 1: Example of the development of the reading skill. Taken from *Way to English ESO 4. Student's Book, review 1*.

Hence, we can observe that the student's book contains at least two texts per unit, based on authentic materials and presented into two main sections, *Reading* and *Culture/CLIL*, plus some other texts scattered throughout the units.

Back to the first section, *Reading*, there is a whole page dedicated to it which includes an updated text and some comprehension activities. The activities combine while and after reading exercises, although the text allows the teacher to do some pre-reading activities to introduce it; for example, asking students to read the title and discuss what they think the text is about.

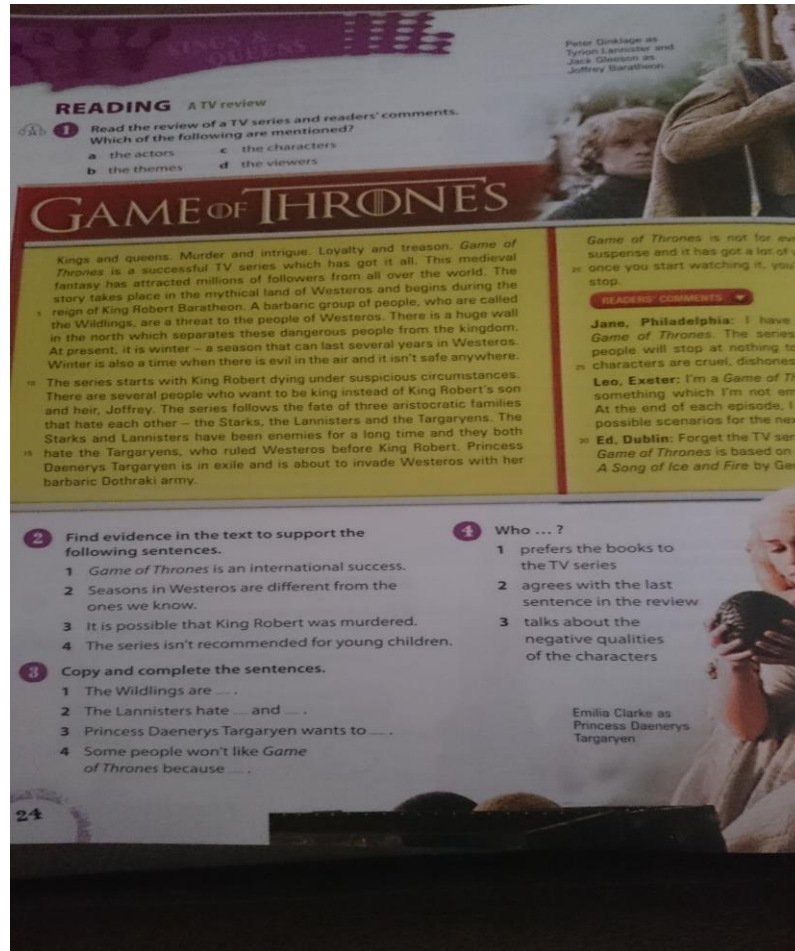


Figure 2: Example of the development of the reading skill. Taken from *Way to English ESO 4. Student's Book, unit 2*.

The second of these two sections, *Culture and CLIL*, includes another text as well as more comprehension questions. The topics of the texts are varied, ranging from the lives of some British singers (unit 2) to the description of various festivals celebrated in London (unit 8). Before reading the text, students answer some questions, which are directly related to the topic of the text, giving their personal opinion. Once they read the text, they answer some comprehension questions to see if they have understood the text. Moreover, students have the opportunity to listen to the text instead of reading it as the audio version is included. Finally, they watch a video on the web associated with the topic of the text, and answer some questions. Thus, as we can observe, this section contains pre-, while and after reading activities.

Pop Star Royalty

CULTURE

1 Which famous British singers can you name?

2 Read the text. Who can become a knight?

There are many pop stars who are rich and famous, but some singers have become "royalty". Every year on New Year's Day, Queen Elizabeth II gives out royal titles to outstanding people who have done a service to her kingdom. One of the highest honours is a knighthood for men and a damehood for women. The fields of excellence range from educators to industrialists, and from scientists to entertainers. Here are some famous pop stars who have got royal titles.

Sir Paul McCartney

Sir Paul McCartney, who was a member of the 60s group the Beatles, is one of the most famous singer-songwriter musicians of all time. Queen Elizabeth gave all the Beatles an honour in 1965, but Paul was the only Beatle to become a knight. He became a knight in 1997.

Dame Shirley Bassey

Welsh singer Shirley Bassey was made a Dame by Queen Elizabeth II for services to the performing arts in 2000. Shirley Bassey, who was one of the most popular singers in the UK, began her career in 1953. Although she's almost 80, she still performs and she released her latest album in 2014.

Sir Elton John

Sir Elton John is a songwriter, a composer and a singer. He also does a lot of work for charity. During his fifty-year career in music, he has won an Oscar, six Grammys and a Golden Globe. Elton John became a knight in 1998.

Kate Bush CBE*

Kate Bush is a singer, a songwriter, a composer and a dancer. Although Kate isn't a dame, she received the title of CBE in 2013. At the time she said, "I feel incredibly thrilled to receive this honour, which I share with family, friends and fellow musicians." Later, she added, "Now I've got something special to put on top of the Christmas tree."

Adele

²⁰ Singer and songwriter Adele isn't a dame yet, but she received an award from Prince Charles in 2013. Adele was so excited that she wore a tiny crown on one of her fingernails. If she continues to be such a success, maybe she will become a dame one day.

*Commander of the Most Excellent Order of the British Empire

3 Who is it?

- 1 She isn't a dame yet, but she once wore a crown on her finger.
- 2 He's won a lot of awards, including an Oscar.
- 3 She said that she'd put her prize on the Christmas tree.
- 4 The other members of his band got an award, but only he became a "Sir".
- 5 She's almost 80, but she is still recording albums.

IC CULTURE VIDEO

My Music

Watch the video and answer the questions.

Figure 3: Example of the development of the reading skill. Taken from *Way to English ESO 4. Student's Book, unit 2*.

Apart from these two main sections, there are some other texts throughout the units which are included into other sections such as *Vocabulary*, *Grammar* or *Writing* promoting the practice of two or more skills at the same time.

VOCABULARY Films and television

IC VOCABULARY PRESENTATION

1 Listen and repeat the words in colour in the TV guide. Then read the guide. Which film would you enjoy the most? Why?

FILM GUIDE

CHANNEL 1: 18:30-20:50

Harry Potter and the Deathly Hallows Part 2 (2011)
This is the last film in the series and it's full of twists. Don't worry – we don't include spoilers in our reviews! The actors are great, even those who play the minor characters.

CHANNEL 32: 19:30-21:30

True Grit (2010)
A remake of the 1969 film. The main character is a 14-year-old girl who wants to find the man that killed her father. Interesting plot with lots of action.

CHANNEL 9: 20:00-23:00

Avatar (2009)
This fantasy adventure has got unforgettable scenes with unbelievable special effects. It's no wonder this film got top ratings!

CHANNEL 5: 21:00-23:15

Evita (1996)
The setting of this famous musical is Argentina, between 1934 and 1952. The talented cast includes Madonna in the leading role. The soundtrack is fantastic!

CHANNEL 7: 23:00-24:50

Super Size Me (2004)
Although it was a low-budget film, it became a blockbuster. This documentary, which received many awards, shows the dangers of eating too much fast food.

2 Read the TV guide again and answer the questions. Which of the words in colour helped you answer each question?

- Which film is a new version of an older film?
- Which film has got events which surprise the viewer?
- Which film didn't cost a lot to make?
- Which film has got good music?

3 In your notebook, match the words and expressions in A to their definitions in B.

A

- the cast
- the setting
- a minor character
- a spoiler
- a scene
- the plot
- the main character

B

- the story
- something that tells people what will happen in the story before they want to know
- the actors and actresses who take part in a film
- the central person that the film is about
- a particular moment in a film
- a less important person in a film
- where and when a story takes place

4 Which types of films and TV programmes do you remember? Make a list in your notebook.

IC SLIDES

Figure 4: Example of the development of the reading skill. Taken from *Way to English ESO 4. Student's Book*, unit 2.

Finally, at the back of this book we can also find an *Extra Reading* section which contains texts and activities related to other subjects as Science, or texts which deal with different cultural aspects of English-speaking countries.

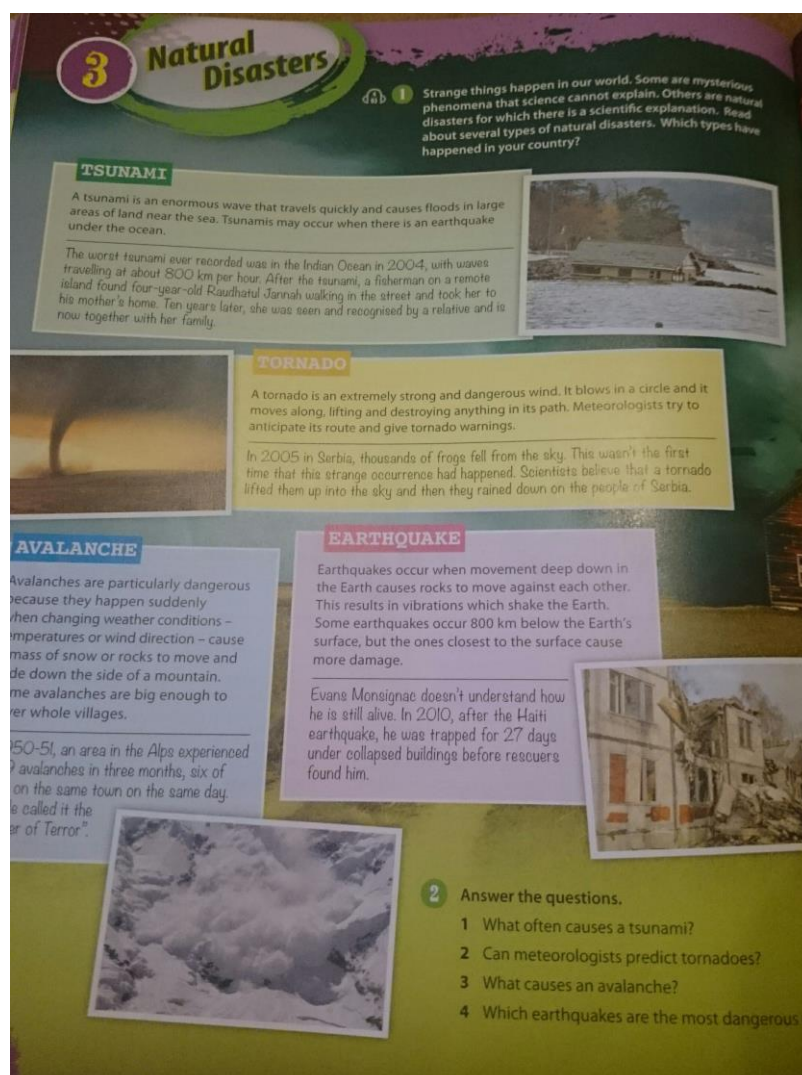


Figure 5: Example of the development of the reading skill. Taken from *Way to English ESO 4. Student's Book*, extra reading 3.

4.2. Workbook

Similar to the student's book, the workbook also contains nine units divided into various sections. However, neither the *Culture and CLIL* section nor the *Way to English* section are included in this book. These two sections are replaced by two pages in which students can check their progress at the end of every unit.

In this book we can also find different types of texts, one included into a section dedicated specifically to the reading skill and some others incorporated into other sections which give students the opportunity to review the knowledge and skills acquired from the student's book and consolidate them.

UNIT 2

READING

1 Read the review and complete the sentences below.

ISABEL

Isabel is an exceptional Spanish TV programme which is now available on DVD with English subtitles. *Isabel* is based on the life of Queen Isabella I of Castile. It tells the story of Isabella's life as a teenager, her marriage to Ferdinand II of Aragon in 1469 and their reign from 1474 as the Catholic Monarchs.

Isabel was a great success in Spain, where the series was filmed. The final episode of the first season had 4,651,000 viewers! Why was *Isabel* so successful? First of all, the actors who play Isabella (Michelle Jenner) and Ferdinand (Rodolfo Sancho) are incredible. Another reason for the series' popularity is the story itself. Each episode is full of action, with powerful characters that are involved in love affairs, political plotting, battles for power and treason.

Michelle Jenner and Rodolfo Sancho

The series' attention to detail is also marvellous. It is noticeable in the costumes, the hairstyles and the make-up. In addition, *Isabel* was filmed in various locations in Spain and the castles in the series are the actual castles where the Royal Family lived more than 500 years ago.

Isabel has won prizes for Best Spanish Series, Best Cultural Programme, Best Direction and Set Design. Its actors have also won awards in Spain and around the world. One thing is clear – once you start watching *Isabel*, you can't stop.

CUSTOMER COMMENT

👍 My wife and I are both *Isabel* addicts! We've watched seasons one and two. The second season is just as good as the first, especially the costumes and the scenery. We can't wait to watch season three!

– Doug Patterson

1 English speakers who want to watch *Isabel* can _____.

2 In 1469, Isabella _____.

3 Michelle Jenner is the actress who _____.

4 The series' attention to detail can be seen _____.

5 Doug Patterson especially likes _____.

2 Why are the following mentioned?

1 the year 1474 _____

2 the number 4,651,000 _____

3 Rodolfo Sancho _____

4 hairstyles _____

5 Best Direction _____

LISTENING

3 Listen to a guide at the National Portrait Gallery in London talking about Queen Victoria. Tick (✓) the sentences T (true) or F (false).

		T	F
1 Victoria is a baby in the first painting.	☐		
2 Victoria was happy to be crowned Queen.	☐		
3 Queen Victoria died in 1910.	☐		
4 Queen Victoria reigned for almost 64 years.	☐		
5 Queen Victoria married one of her relatives.	☐		
6 The person who took the photo of Queen Victoria's funeral is famous.	☐		

4 Listen again and complete the sentences.

1 In the first painting, Victoria is wearing a _____ and _____ dress.

2 The guide reads a sentence from the Queen's _____.

3 Queen Victoria was _____ years old when she married Prince Albert.

4 Victoria and Albert had _____ children.

5 After Prince Albert died, Victoria didn't _____.

Figure 6: Example of the development of the reading skill. Taken from *Way to English ESO 4. Workbook, unit 2*

4.3. Teacher's manual

The teacher's manual provides answers to all the exercises included in the student's and workbook. With regard to the reading skill, this book not only includes the answers for the activities, but also extensive background information about each of the topics the texts deal with, and extra optional activities.

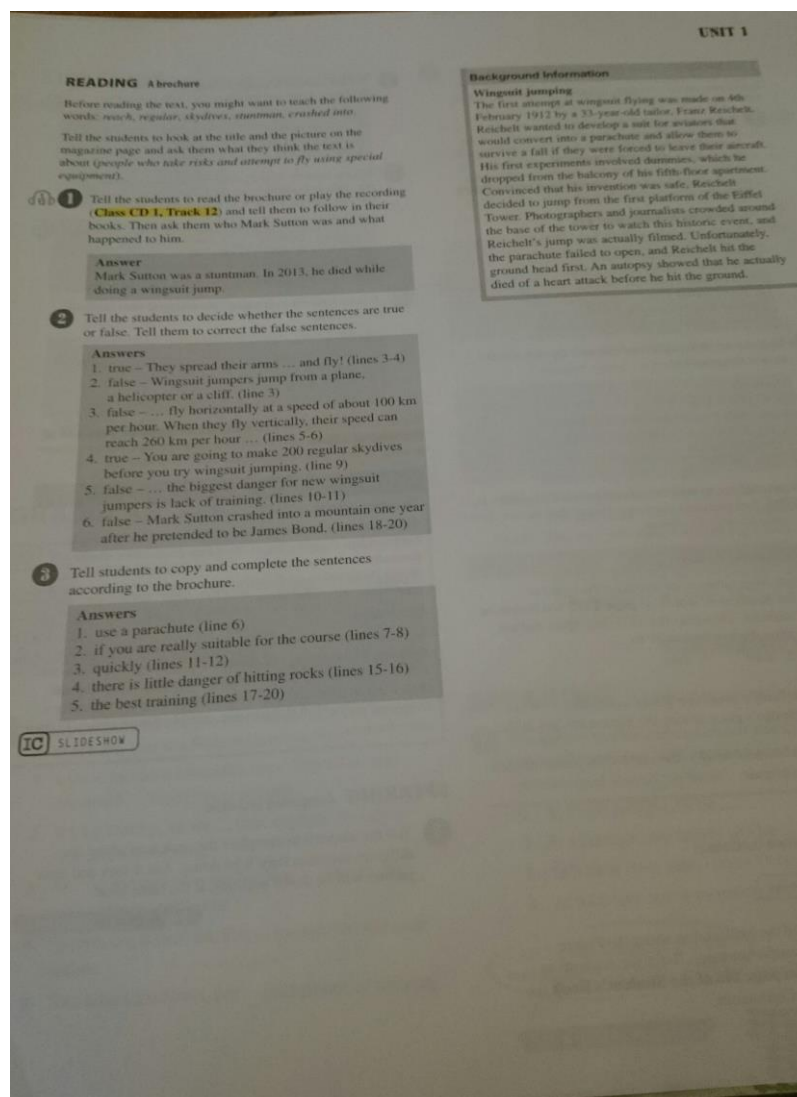


Figure 7: Example of the development of the reading skill. Taken from *Way to English ESO 4. Teacher's manual, unit 1*.

4.4. Teacher's All-in-One Pack

This book includes evaluation instruments such as tests to evaluate the students' learning process, which take into account the reading skill, as well as a variety of extra reading worksheets with comprehension questions to practise the vocabulary and grammar from every unit.

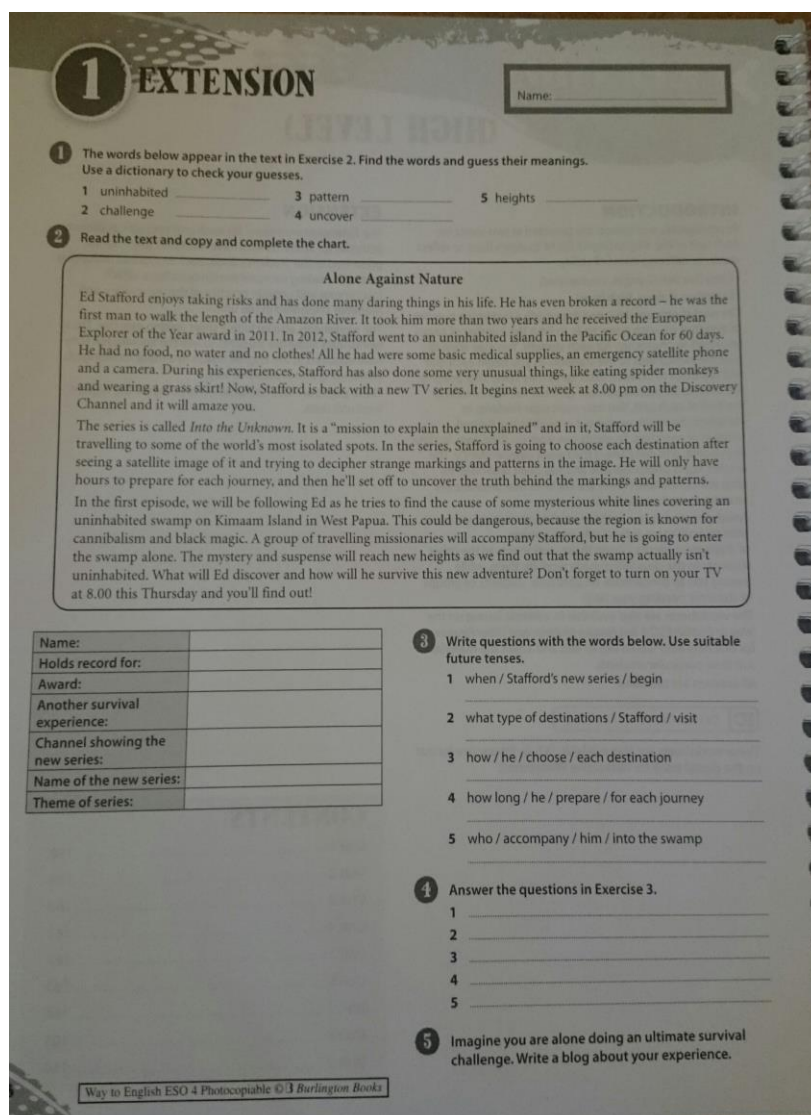


Figure 8: Example of the development of the reading skill. Taken from *Way to English ESO 4. Teacher’s All-in-One Pack, unit 1*.

4.5. Conclusion

After evaluating how and to what extent the reading skill is incorporated into *Way to English ESO 4*, we can come to the conclusion that this coursebook is adequate for students to develop their reading skill as it contains many texts and comprehension activities throughout the units which integrate the four language skills as well as the components. These activities are provided in a natural way so that students can connect English-language learning to the real world, practise the four language skills and the vocabulary and grammar structures of every unit, and raise their cultural awareness.

5. TO KILL A MOCKINGBIRD

5.1. The importance of reading *To Kill A Mockingbird*

To Kill a Mockingbird deals with topics that are still important in our society such as racism, prejudices, cruelty, social status, injustice and discrimination among others. The most relevant fact in the novel is the trial of Tom Robinson, a black man accused of having raped a white woman. By means of this trial, students are engaged in a reality different from the one they are used to, allowing them to connect their present to a past they may not be familiar with. Thus, they learn about American history and culture in the 1930's, how black people struggled to enjoy the full rights and privileges of white American citizens, instead of being considered slaves; and how racial prejudice, injustice and discrimination ruled at that time. All these themes may influence students' coming of age and loss of innocence, helping them in their process to adulthood, when they become mature enough to be aware of the complexity of the society we live in.

On the other hand, this book brings students the opportunity to know the dialect used in the Southern states at that time, in Maycomb (Alabama) particularly: "she ain't even started to school yet" (Lee, 1988: 7). Moreover, students can learn a diversity of writing styles, rhetorical figures and other literary devices as the book is full of them. A clear example of this fact is the title itself which represents a metaphor in the book, as killing a mockingbird is compared to hurting Boo Radley, an innocent man who does nothing but saves the children's lives; this is considered a sin as "mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us" (Lee, 1988: 93).

Last but not least, this book also makes students reflect on their own lives, teaching them to esteem and value their way of life and social conditions in contrast to the ones people suffered in the past. But, above all, the novel teaches students the importance of not judging people, understand and respect other cultures and customs, learning from them at the same time; in short, it teaches them to become more tolerant, respectful and empathetic with others.

5.2. Activities to implement with *To Kill A Mockingbird*

The proposal's aim is to find a way of making teaching and learning enjoyable for the students by using literary texts so that we motivate them and instil in them a passion for

reading. This might hopefully lead to their cultural enrichment, the development of their communicative competence and the improvement of the four language skills.

In order to achieve these objectives, the teacher's involvement is of paramount importance as he/she will be the one in charge of teaching students to get the most out of the text, giving them the opportunity to become active participants in the teaching-learning process at the same time.

5.2.1. *Group characteristics*

The activities are designed for heterogeneous group of 23 students (11 girls and 12 boys), in the 4th year of CSE in I.E.S. Tierra de Barros, a secondary school placed in Aceuchal (Badajoz), a rural area in Extremadura whose inhabitants' income derives from agriculture. Their heterogeneity is characterized by different rhythms and learning styles and, although there are some exceptions, most of the students in this group have an acceptable level of grammar and vocabulary. There are not discipline problems and most of them derive from the lack of interest and motivation. Thus, the activities must be motivating to encourage them all to learn. The aim is to help them realize how important English is for their future, adapt teaching procedures, contents and activities to their needs and establish the basis for the development of communicative competence in practical activities.

If we go deeper into the characteristics of this group, we have to bear in mind that the boys and girls in this year are undergoing constant shifts in their way to adolescence. These changes happen in different areas. For instance, they have a strong need to be approved by others and may be discouraged with ease; they are often preoccupied with their appearance; they also have varying maturity rates; they tend to be extremely sensitive to criticism; they really care about peer acceptance; they expect to be recognised for their efforts and; they sometimes overreact to embarrassment and criticism as well. These developmental characteristics have implications in the teaching-learning process, something that has been taken into account in the design of the activities.

On the other hand, the socio-economic background of the area is average, although some of the students come from homes with few commodities. The number of immigrants is limited by the economic status of the area, but there are some Romanian families whose sons and daughters come to our school. These students are fully integrated, can speak fluent Spanish and do not require additional support to learn the language.

5.2.2. *Methodological considerations*¹

The activities follow a methodological approach designed to achieve the main objective in the subject of foreign languages; the development of communicative competence. This communicative approach includes important elements dealing with a series of procedures and guidelines in the teaching-learning process for students to acquire real oral and written communicative competence in meaningful contexts. The activities will be both active and participative on the one hand, and comprehensible and authentic on the other hand. Thus, we favour individual and group work, communication in the four language skills (listening, speaking, reading and writing), and the knowledge of socio-cultural elements in the foreign language.

5.2.2.1. *The communicative approach to language learning*

The activities develop around the Communicative Approach, an approach supported by authors like Brumfit & Johnson (1987), Richards and Rodgers (1986), and Canale & Swain (1980) among others, which engages students in authentic and meaningful use of the language and promotes strategic and discourse competences. These activities are designed for students to communicate, and tasks are completed by means of interaction with other students through a considerable number of individual, pair and group-work activities. As Richards and Rodgers (1986) point out, the most important aspect is that the activities “enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction” (Richards and Rodgers, 1986: 76)

5.2.2.2. *Students' involvement and participation*

The teacher's aim is to involve students in the English class. In order to accomplish this, lessons will start from the students, for the teacher will always find out what they know about new topics and what they think about the titles, many tasks will draw on the students' experiences and personal views, dominant students will be controlled and quiet students will

¹ This methodological approach has been taken from different sources. See for example Asher (1977), Ellis (1994), Harmer (1991), Nunan (1998), and Richards (2002) for further information.

be respected as long as they show their involvement through other types of activities –I will make sure that students understand that it is their contribution what is important.

5.2.2.3. *Collaborative learning*

Collaborative and cooperative learning, defended by authors such as Harding-Smith (1993), Johnson and Johnson (1991), and Slavin (1983) among others, will take precedence over any other learning strategy. The teacher will create an environment where students feel comfortable so that they can share their opinions and ideas when working in collaboration with others, which is a way of maximizing their own learning (Johnson, Johnson and Holubec, 1993), developing the skills they need to negotiate meaning in their lives, and gaining understanding (Johnson and Johnson, 1986). On his behalf, Harding-Smith (1993) assured that, as collaborative learning occurs through interaction, it must be considered a social act that gives students the opportunity to strengthen their social skills (Johnson, Johnson and Holubec, 1993). As a result, when encouraging collaborative learning, motivation is enhanced and interpersonal relations are improved. Some learning strategies taking into account for the creation of the materials in this project, which encourage collaborative learning, are: peer work and team work; two strategies Slavin (1996) considers essential for collaborative learning.

5.2.2.4. *Roles of the teacher and roles of the students*

The Communicative Approach states that students are placed in the centre of the teaching-learning process, becoming active agents of their learning process. Similarly, the teachers' role is multiple as they are controllers of what is done and said in the classroom; organizers and participants in the activities, encouraging students to take an active part in those activities; they also provide students with linguistic help; investigate how to improve their teaching procedures; and evaluate not only what students have learnt, but also how the learning process takes place and all the factors included in it. Then, the teacher does not have full control of the lessons, but shares it with the students in a way that they are able to take initiative, exploring and discovering information on their own.

5.2.2.5. *Pair and group work*

When working in pairs or groups, students are able to learn from each other, what helps them get more practice and feel more motivated. Accordingly, the teacher will promote pair and group work in order to avoid monotony. Four is probably the best number for group work and, according to Huss (2006: 20), the groups should include “one low-ability student, two medium-ability students, and one high-achieving student”. Moreover, the teacher will create “Rules for Group Work” in order to keep the activities under control.

5.2.2.6. *Pace*

The teacher will provide a variety of activities so that each student can work at his/her own pace in order to avoid that slow students fall behind and faster students get bored. Therefore, all the students will feel comfortable working at their own rate.

5.2.2.7. *Treatment of error*

Although most of the students in this group have an acceptable level of grammar and vocabulary, they still make mistakes. However, the teacher will call for a focus on intelligibility, rather than accuracy. Thus, as many mistakes do not seriously affect communication, students will not be corrected every time they make a mistake for they may be afraid to speak at all.

On the other hand, the teacher will correct students when they make serious errors, but without interrupting them during an activity. While students work in pairs or groups and the teacher goes from group to group to listen in, he/she will make discreet correction without interrupting the flow of the conversation. However, the teacher will also make a note of some of the errors and point them out later.

Finally, in writing, as accuracy is more important, the teacher will not overlook the mistakes and will point out all of them.

5.2.3. *Tasks*

The main objective of the tasks is to facilitate language learning and understanding. Hence, the tasks have to be relevant as it is through these tasks that students raise their

knowledge and awareness. The tasks are specifically designed for this novel, although they can be adapted to any other novel. They are addressed to students in the 4th year of Secondary Education with an intermediate level of English. In order to cope with the students' level, we have used a graded reader, a text whose grammar and lexis are adapted without losing its authenticity.

The study of this book will be carried out for one hour a week during the whole school year. During this hour, students will practice the four skills (reading, writing, listening and speaking) while working with this literary text as well as improve their communicative competence and cultural enrichment. Our aim will be to let students interact with the book, taking full advantage of it and being responsible for their own learning process. Thus, we have prepared the tasks so students can work in groups of four or pairs, allowing a variety of possible answers at different levels.

This project is divided into pre- and post-reading activities. The first three tasks will be used to set the scene while the two final tasks will be aimed at making students reflect on what they have read. By means of the activities the teacher will promote collaborative learning which will reinforce students' social ability as well. We will not include any while-reading task as we consider it is better for students to focus on what they are reading and enjoy while doing it without being interrupted.

5.3. Didactic unit

The materials have been created for students in the 4th year of Secondary Education with the aim of making the teaching-learning process more enjoyable and motivational through the use of a literary text; in this case, *To Kill a Mockingbird*. The main function of these materials is to instil in students a passion for reading, as well as consolidate their reading skills and improve their language level. Moreover, this text allows students to enrich their intercultural awareness as they will get to know other habits and cultural aspects of the American society. This will help them become more open to otherness. I have prepared the materials so that they promote active participation on the part of the students, making them responsible for their own learning process.

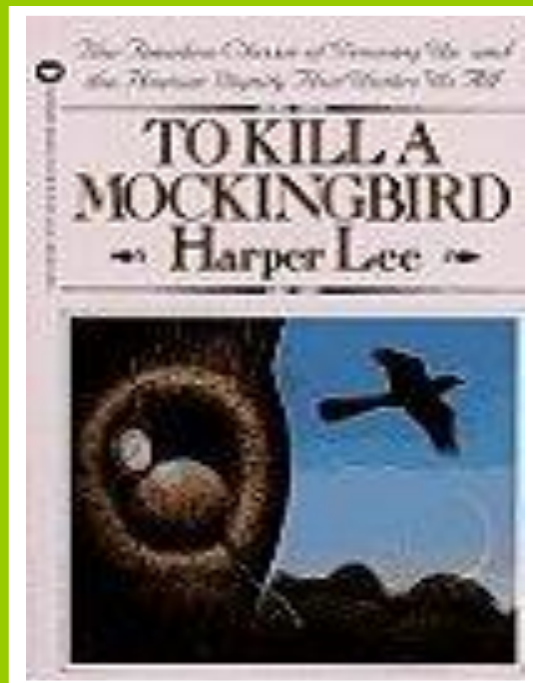
TO KILL A MOCKINGBIRD by HARPER LEE

PROJECT WORK

NAMES:

GROUP:

DATE:



Picture 1: Book cover



Picture 2: Harper Lee

HAVE YOU EVER READ *TO KILL A MOCKINGBIRD*, ONE OF THE MOST FAMOUS WORKS WRITTEN BY HARPER LEE? DON'T WORRY; LET'S DO A BIT OF RESEARCH TO PLACE OURSELVES IN SITUATION BEFORE READING THE NOVEL.

1) Harper Lee (1926-2016), an American writer, used her memories to create this novel. Thus, to better understand the author's intention, you will need to investigate her life and the society she lived in. In order to help you do that, in groups of four you will have to do a research on the following terms related to: Lee's life and work; the book and the city depicted in the novel; and finally, the period the novel was based on. Once you have planned what you are going to write, prepare a poster and look for some photos to complete it. The posters should contain a paragraph with the main information of each term and some photos to illustrate them. Before hanging the posters on the wall, you will present the information to the rest of the class.

Al abama	Go, Set a Wat chman
Truman Capot e	Monroevill e
Sout her n states and sl avery	r acism
Atticus Finch	t he Great Depression of 1929
Robert Mulligan and the fil m	Maycomb
Mockingbird	Scout Finch
	Bil dungsroman

NOW THAT YOU KNOW MORE ABOUT THE AUTHOR AND THE NOVEL, IT IS TIME TO EXAMINE THE DIFFERENT THEMES ADDRESSED IN *TO KILL A MOCKINGBIRD*.



Picture 3: Racial prejudice in the 1930's

2) The society depicted in the novel reflects a very specific period in recent American history. Many of the themes the novel contains are still relevant nowadays. Among these themes you can find **racial prejudice, injustice, discrimination, cruelty, gender roles and social status**. In groups of four you will choose two of these themes and prepare a power point presentation explaining how the themes you have chosen are related to the society you live in, providing examples taken from newspapers or magazines. To make your power point presentations more attractive, you can include some photos to illustrate your information. Finally, each group will show their presentations to the rest of the class and explain them.



Picture 4: Mary Badham as Scout Finch in *To kill a Mockingbird* (1962)

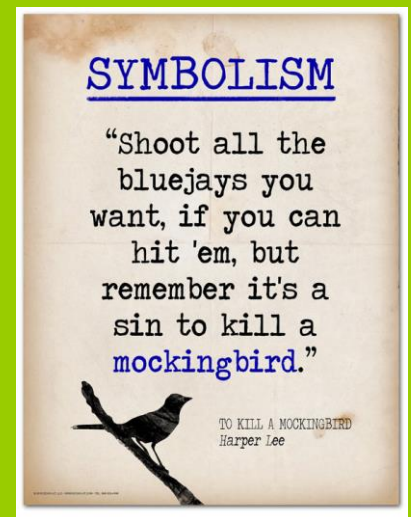
ALTHOUGH THE NOVEL IS FULL OF THEMES, THERE IS A TOPIC WHICH STANDS OUT FROM THE REST; THAT IS, THE GROWTH OF THE PROTAGONIST TO ADULTHOOD.

3) Scout Finch changed her outlook on life after the events narrated in the novel. This change implies the loss of innocence and the coming of age. However, these two phenomena do not need to be simultaneous. In pairs, do a research into both issues and write a composition explaining your conclusions. Do you think you have already reached these two stages? If so, when did that happen? what has that meant to you?

NOW, THE MOMENT TO READ THE NOVEL HAS COME. I HOPE YOU ENJOY IT!

HAVE YOU HAD TIME TO FINISH THE NOVEL? DID YOU LIKE IT? WELL, NOW IT IS TIME TO DEMONSTRATE THAT YOU HAVE UNDERSTOOD IT.

4) The book is full of figures of speech. A clear example of this fact is the title itself, which is a metaphor of the story. The following task consists on finding at least five examples of similes (explicit comparisons of two unlike things by using *like* or *as*) or metaphors (implicit/explicit identification of two unlike things which are unrelated) in the novel and describing their effect on the text. You can complete this task in pairs and include any quotation you think may help you to better explain them.



Picture 5: *To Kill a Mockingbird* (Lee, 1988: 93)



Picture 6: Gregory Peck as Atticus Finch in *To kill a Mockingbird* (1962)

LAST BUT NOT LEAST, YOU SHOULD HAVE APPRECIATED THAT ATTICUS FINCH IS CONSIDERED A VERY REMARKABLE CHARACTER IN THE NOVEL. HE IS SEEN AS A RESPECTABLE AND HONOURABLE MAN, BECAUSE OF HIS ACTS.

5) This novel teaches you a very significant lesson: the importance of not judging people. As Atticus points out, “You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it” (Lee, 1988: 30). For your final task you have to write your own thoughts (around 300 words) about Atticus’ statement and share them with the rest of the class.

6. CONCLUSION

This study was conducted due to my last experience in a state school in Extremadura where students were unable to focus for more than a minute in doing something, not to mention talking about reading a text. The students were so unmotivated that their only aim was to spend their time in class doing nothing but talking to other classmates. However, when it comes to talk about their future most of them wanted to study a degree and live abroad, so that they wanted to finish high school and sit the University access exam. They liked to participate when the language teaching assistant came to class and they made an effort in trying to follow the lesson and talk to her. Thus, their attitude towards the English language made me think that it was the method used the one which was leading to that situation, as they also liked to talk about other habits and cultures and were interested in taking part in the lesson when they did something different from learning vocabulary and grammar. For these reasons, I decided to focus my study on another way of teaching English, in this case through the use of literary texts by using a methodology far from the grammar-translation method or the presentation-practice-production method. I want to make my students realize that reading can be a pleasurable activity, when doing it appropriately. That is why in this study I have also included different ways of developing the reading skill and how to do it properly, so that our students do not get discouraged when reading a text.

The main idea of this project was to show how literature can be used to teach English and consolidate the students' reading skill as I consider literary texts more motivational than coursebooks. To contrast my point of view, an analysis of an English coursebook is also included in this project in order to evaluate how the reading skill is worked. Moreover, the project shows how motivation is the most important factor to take into account for the teaching-learning process to be successful, as it governs the students' actions at this stage. The advantages of a new methodology which places students in the centre of the teaching-learning process and promotes collaborative learning and the development of communicative competence is also mentioned in this study, as well as an example of some materials based on this methodology which uses a literary text to make the teaching-learning process an enjoyable experience. However, these materials were not tested with students, so the effectiveness of this method is not conclusive as it has not been put to practice due to the lack of time of the author of this project, and her obligation to tighten the lessons to the didactic planning for the students in the 4th year of Secondary Education in her school which do not include a graded reader.

In summary, two objectives have guided this project: the creation of materials to include English literature in the teaching-learning process, which contribute to the development of the four language skills, other linguistic and language features, and students' cultural enrichment; and the improvement of students' reading skills in a motivational and enjoyable way. Although some schools have started to change their method of teaching English, as Professor David pointed out, "we are still far away from having learning objectives which combine both knowledge and competence outcomes. It is training and resources that are needed, but also awareness of rather different ways of planning and implementing learning units." (Marsh, 2017).

At this point, I would also say that this project presents some weak points due to the complexity of the tasks proposed, as students are required to have a good level in reading and writing to carry them out. However, taking into consideration my experience as an English teacher, I can assure that most of the students in the 4th year of Secondary Education do not reach this level nor are they close to achieve it. For this reason, it is necessary to motivate them and help them become confident users of the English language. Furthermore, we have to bear in mind the psychological and environmental characteristics of the students. At this stage, girls are more mature than boys and that can be a problem when dealing with the tasks. As a result, many teachers are normally reluctant to leave students work on their own and take responsibility for their own learning process, as this may end up on a disruptive lesson, having students doing any other thing but the tasks. The shortage of authentic resources available to create activities and tasks different from the ones we can find in coursebooks, as well as the lack of tools in the classroom are other weak points in this case. The change in methodology can also be a problem since students are not used to face tasks as the ones proposed in this project, so they can get frustrated if they do not have a clear idea of what to do.

Finally, apart from the literary text used here, this project can also be tested with other literary works in different school levels. It can also be extended geographically and numerically to see the relevance this project has among students. Finally, while-reading activities can be added to see its efficacy.

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Didactic Unit

Picture 1: Available at: <http://jomec.co.uk/thecardiffian/2016/02/19/to-kill-a-mockingbird-author-harper-lee-has-died/>

Picture 2: Available at: <http://www.alohacriticon.com/literatura/escritores/harper-lee/>

Picture 3: Available at:

<https://spritzerenglish10cp4.wikispaces.com/Racial+Prejudice+in+the+1930s>

Picture 4: Available at: <https://www.pinterest.com/mollycuddlesyou/scout/>

Picture 5: Available at: <https://www.etsy.com/es/listing/213895760/matar-un-ruisenor-simbolismo-citar>

Picture 6: Available at: <http://workingoutloud.com/blog/if-atticus-finch-were-alive>